DOCUMENT RESUME

ED 401 223 SO 027 217

AUTHOR Bernson, Mary Hammond, Ed.; Wojtan, Linda S., Ed.
TITLE Teaching about Japan: Lessons and Resources.
INSTITUTION Adjunct ERIC Clearinghouse for United States-Japan Studies, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE 96
CONTRACT RR93002014
NOTE 163p.
AVAILABLE FROM Social Studies Development Center, 2805 East 10th Street, Suite 120, Bloomington IN 47408-2698; (800) 266-3815.
PUB TYPE Guides - Non-Classroom Use (055) -- Information Analyses - ERIC Clearinghouse Products (071)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Area Studies; *Asian Studies; Elementary Secondary Education; Foreign Countries; *Foreign Culture; *Global Education; *Japanese; Multicultural Education; Resource Materials; Social Studies; *Teacher Developed Materials; Teaching Guides
IDENTIFIERS *Japan

ABSTRACT

This document is a revised and updated version of two publications: "Modern Japan: An Idea Book for K-12 Teachers" and "Resources for Teaching About Japan." These lesson plans were developed by teachers who participated in a summer institute on Japan, sponsored by the East Asia Resource Center at the Jackson School of International Studies, University of Washington. Part 1 of this volume, "Lessons and Ideas for Teaching About Japan," consists of 39 lesson plans dealing with a variety of topics concerning Japan and its culture, such as Japanese games, songs, art, artifacts, geography, language, literature, and education. In many cases, these lesson plans are accompanied by teacher background information and reproducible handouts and worksheets. They illustrate the ways in which outstanding teachers weave information about Japan into classes across the curriculum, bringing a crucial comparative perspective to subjects that might otherwise be taught with content solely referring to the United States. All of the lessons are self-contained or based on readily available resources, usable by teachers who have not necessarily had first-hand Japan experience. Part 2, "Resources for Teaching About Japan," is designed to address the need for creative curriculum materials, innovative pedagogy, and challenging professional development. This section reflects an attempt to provide a list of organizations that work specifically with K-12 teachers, understand their needs, respect their challenges, and design meaningful materials. This section is intended to foster mutual understanding and to enhance the lessons contained in Part 1. The following categories comprise the listed resources: (1) Outreach Programs that are often part of a Title VI funded East Asian Studies program and programs connected to museums and educational organizations; (2) Related Organizations that may not focus on Japan specifically, but provide services and materials helpful to those

teaching about Japanese culture; (3) Audio-Visual Materials; (4) Japanese Embassy and Consulates General directories; (5) Japan External Trade Organization (JETRO) whose offices provide technical assistance as well as print and audio-visual resources; (6) Japan National Tourist Organization (JNTO) which provides brochures, maps, posters, and free-loan films; (7) Japanese Chambers of Commerce in the United States which often provide speakers and sponsor study trips to Japan for teachers; (8) Exchange programs for teachers and students; (9) Japan-America Societies founded to enhance understanding between the two cultures, offering programs, special events, sources and materials useful to educators; (10) Sister Cities/Sister States lists; (11) Language instruction sources providing assistance for teachers; (12) Publishers, Distributors, and Newsletters containing materials useful to K-12 classrooms; and (13) Funding. Part 3, "ERIC Resources for Teaching About Japan," consists of a selective bibliography of resources for teaching about Japan. Part 4, "National Clearinghouse for United States-Japan Studies and Electronic Resources," introduces the National Clearinghouse on United States-Japan Studies services and publications and lists numerous useful electronic resources. (MLJ)

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TEACHING ABOUT JAPAN: LESSONS AND RESOURCES

MARY HAMMOND BERNSON
AND
LINDA S. WOJTAN,
Editors

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and
National Clearinghouse for United States-Japan Studies

(This volume is a revised and updated version of two publications:
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ORDERING INFORMATION

This publication is available from:

Publications Manager
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
(800) 266-3815 or (812) 855-3838
FAX: (812) 855-0455
Internet: ERICSO@INDIANA.EDU
WWW: http://www.indiana.edu/~ssdc/eric-chess.html

Published in 1996 by the ERIC Clearinghouse for Social Studies/Social Science Education and the National Clearinghouse for United States-Japan Studies.

This volume is a revised and updated version of two publications: (1) *Modern Japan: An Idea Book for K-12 Teachers* and (2) *Resources for Teaching about Japan.*

Funding for the printing of this publication was provided by the Japan Foundation Center for Global Partnership, the United States-Japan Foundation, and the Office of Education Research and Improvement, U.S. Department of Education, under contract RR93002014. The opinions expressed do not necessarily reflect the positions or policies of CGP, USJF, OERI, or ED.

ERIC, Educational Resources Information Center, is an information system sponsored by the Office of Educational Research and Improvement, within the U.S. Department of Education.

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About the Editors

Mary Hammond Bernson is the Associate Director, East Asia Center, Jackson School of International Studies, University of Washington. The Center is a Title VI National Resource Center which provides teacher training and public programming about East Asia as well as other programs and services. Ms. Bernson has directed or co-directed six summer institutes in Asia for teachers in addition to directing annual institutes in Seattle.

Ms. Bernson taught high school for 10 years before coming to the University of Washington. She continues to be very active in K-12 education and currently serves as a member of the committee writing the Washington social studies guidelines and as Treasurer of the Washington State Council for the Social Studies. Her contributions have been recognized by the Distinguished Service Award from the Washington State Council for the Social Studies, the Pro Lingua Award from the Washington Association of Foreign Language Teachers, and the Global Educator of the Year Award from Global Reach. She is a Past President and active member of the Japan-America Society of the State of Washington.

Ms. Bernson's national activities have included serving as the chair of the Association for Asian Studies Committee on Teaching about Asia (CTA) and as a board member of the National Association of Japan-America Societies. Her support of Japanese language education includes membership on the Project Advisory Council for the Japanese Language Exchange (JALEX) program of the Laurasian Institution. She is a frequent speaker at conferences and workshops and has written and edited many curriculum publications about Japan, with a particular focus on the arts, both as a subject and as a teaching method.

Linda S. Wojtan is Program Coordinator for the Keizai Koho Center (KKC) Fellowships, sponsored by the KKC in Tokyo, in cooperation with the National Council for the Social Studies (NCSS). Ms. Wojtan also is a Lecturer at the University of Connecticut and has held positions at the University of Maryland, the University of Nebraska at Omaha, and Indiana University in the field of precollegiate outreach regarding East Asia. Her teaching experience includes the junior and high school levels as well as university-level professional development courses.

Professionally, she has served for the past five years as coordinator for the National Precollegiate Japan Projects Network and was chair of the Association for Asian Studies' Committee on Teaching about Asia (CTA). Active in NCSS, she has chaired the International Activities Committee and Conference Committee, served on the Publications Board, and is currently President of NCSS' National Social Studies Supervisors Association (NSSSA). Additionally, she serves on the Advisory Board of the National Clearinghouse for United States-Japan Studies, the Project Advisory Council for the Japanese Language Exchange (JALEX) program of the Laurasian Institution, and the Marvin Wachman Fund for International Education Advisory Committee of the Foreign Policy Research Institute.

Recent publications include *Internationalizing the U.S. Classroom: Japan as a Model*, edited with Donald Spence (ERIC: Indiana University, Bloomington), the newly revised (1995) *Introduction to Japan: A Workbook* (Youth for Understanding: Washington, DC), and editor of the Teacher's Guide for the Asia Society's video, *Tune in Japan: Approaching Culture Through Television*. Each year, Ms. Wojtan conducts numerous workshops on teaching about Japan at the K-12 level.

Part I

Lessons and Ideas for Teaching about Japan

These lessons were originally developed in the early 1980s by a group of teachers who participated in a summer institute in Japan, sponsored by the East Asia Resource Center at the Jackson School of International Studies, University of Washington. At that time, resources for teaching about Japan were not widely available, and school curricula rarely specified any content about Asia. Two of the many changes since then have been the development of the materials cataloged in Part II of this volume and an increasing recognition of the importance of teaching about Japan, the rest of Asia, and the entire world beyond our borders. Nevertheless, these lessons in their revised format continue to be very valuable. They illustrate the ways in which outstanding teachers weave information about Japan into classes across the curriculum, bringing a crucial comparative perspective to subjects which might otherwise be taught with content solely referring to the United States of America. All of the lessons are self-contained or based on readily available resources, usable by teachers who have not had first-hand Japan experience, and brief enough to fit into a few class sessions and the pages of this volume.

Since that summer institute, many, many people and organizations have contributed to these lessons and their distribution: all 26 teachers who participated, although not all their lessons could be included; Elaine Magnusson, who co-directed the institute with me; the United States-Japan Foundation and the Northeast Asia Council of the Association for Asian Studies provided initial financial support; and Nancy Motomatsu and Larry Strickland of the Office of the Superintendent of Public Instruction (State of Washington), who shepherded the original volume through nine reprintings before it moved to ERIC for its rebirth in a revised edition. There, with the able editorial support of Vickie J. Schlene, it has been combined with the outstanding work of Linda S. Wojtan and Elizabeth Brooks, to become a volume which can enable any teacher, whatever his or her Japan knowledge, to teach about this fascinating and vital country.

M. H. B.

Lesson 1

DESCRIPTIVE WRITING

Anita Matson

Level: Upper elementary, adaptable for other grades

Objectives: The student will write a clear description of a Japanese postcard.
The student will explore visual images of Japan.

Materials: Several posters or large pictures of Japan
A postcard of Japan for every child

TEACHER'S NOTE:
Posters can often be obtained from Japanese Consulates or from travel agencies. If a collection of postcards is not available, use photographs from magazines and travel brochures.

Time: Ninety minutes, all in one time block

Procedures:

1. Using a poster, discuss with the class how to write a description of a picture. Specifically discuss aspects such as foreground, background, perspective, whether the picture is horizontal or vertical, how to mentally divide the picture into quadrants to clarify location, dominant figures and details, colors, attributes of figures, and relative sizes of figures. Practice oral descriptions of the posters.

2. Distribute a postcard to each student. Tell the students not to let others see their postcard.

3. Have students write a one-page description of the postcard. Tell students that it is not important to know the names of things that are unfamiliar. Caution: Too much detail is as ineffective as too little.

4. As students finish, tape the postcards to the chalkboard and number them with chalk underneath.

5. Have students number a paper up to the total number of students in the class.

6. Have students read their description. Students should write down the number of the card they think the student is describing. The teacher writes down the number of the card, name of the student, and comments about the content of the card and effectiveness of the description.

7. After all the papers are read, call each student's name. Have them say the number of their card. Survey the class and record the student's grade based on the percentage of students who accurately identified the card. Discuss what is pictured on the card in terms of Japanese culture. Comment on the strengths of the student's writing.

8. Especially with older students, discuss the images projected by postcards so that students will not assume that postcards present a complete and accurate view of Japan: What kinds of pictures are most common? What kinds of subjects do not appear on postcards? What is the purpose of a postcard? Are postcards of students' hometowns available? If so, how accurately do they reflect life in that community?

Lesson 2

CLUSTERING

Anita Matson

Level: Upper elementary, adaptable to other grades

Objectives: Students will use a variety of ideas for writing.
Students will use a variety of ideas and images to inspire their writing.

Materials: Slides or posters of Japan

Time: 20 minutes

TEACHER'S NOTE:
Learning about Japan can be a part of many kinds of lessons, including lessons which primarily teach writing skills. In this case, clustering is applied to a visual image from Japan. Clustering is a technique developed and named by Gabriele Luser Rico in *Writing the Natural Way* (Jeremy P. Tarcher Inc., 1983) for accessing that state of consciousness (often called the right side of the brain) in which we pattern, design, connect, and deal in complex images. Clustering can be used as the brainstorming step for many different lessons.

Procedures:

1. Explain that clustering is a way of helping ourselves write. We will be writing short paragraphs called vignettes in this process.

2. To model clustering, show a slide. (The image for this example is a pine tree on a small island in Matsushima Bay.) Then ask students to write a word that comes to mind when seeing the slide. It may be a different word for everyone in the class. Put it in the middle of the board or paper. Circle this word and draw rays from it. As words come to mind, connect them. If you go blank, draw connecting lines and circles. The words will come to put in them. Continue for two minutes. Stop when you feel you know what you want to say in your paragraph.

3. Look at the words in the cluster. A first sentence will suggest itself. Form sentences from some of the other words. Write for about eight minutes. End by referring to the beginning of the vignette. You may find yourself writing using a strand of words which lead to a vignette having nothing to do with the original subject.

Example: The pines of Matsushima are dark and moody under an overcast sky. They cling precariously to eroding sandstone islands with a lonely longing, in precarious old age, to be full, self-sustaining, and unchanging. Soft but pointy needles hide their depressing nakedness. Oh, Matsushima.

4. Show another slide and have students do the clustering and vignette writing process.

5. Students read the vignette out loud to themselves. Then read it to someone else. Make changes to improve it. Improvements have to do with making the writing more congruent with our feeling and experience of the subject.

Lesson 3

HAIKU

Anita Matson

Level: Upper elementary, adaptable for other grades

Objective: Students will write individual and group *haiku*.

Materials: Butcher paper, pens, tables set up outdoors

Time: Ninety minutes

Procedures:

1. Instruct students that they will be spending some time outside doing what may seem to them like nothing in preparation for a writing assignment. This activity is to be done in silence. If a suitable place outdoors is not accessible, try substituting some plants and a tape of nature sounds to start students thinking about nature.

2. Put these headings at the top of pieces of butcher paper: sky, air, trees, ground, insects, birds, etc. Tape them down on tables placed outside (or inside). Have enough felt tip pens for each student.

3. Students lie in the grass on their backs for fifteen minutes. Encourage them to let go of any inner dialogue and simply see, feel, hear, and smell. They may want to spend some time examining the grass, plants, and living creatures near the spot they have chosen.

4. When the time is over ask them to write down words about what they experienced. Put them on the papers under an appropriate category. Include sounds, smells, feelings, tastes and tactile sensations.

5. Return inside and tape the word lists on the walls around the room.

6. Explain that *haiku* is a Japanese poetry form that consists of seventeen syllables and has nature as its subject. Examine the 5-7-5 syllable structure of this *haiku*. Note that in English translations, the syllables may not follow the 5-7-5 pattern.

   The least of breezes
   Blows and the dry sky is filled
   With the voice of pines

7. Explain that Issa was a famous writer of *haiku* who lived over two hundred years ago. As Issa looked around him with his poet's eyes, he saw a hundred things that many of us might miss. And because Issa took the time to look, to listen, and to enjoy the movements of the many small creatures who shared his world—sparrows, crickets, frogs—he had a compassionate feeling for all of them, including fleas and flies. Even the common housefly that most of us swat without thinking, Issa felt had a right to live. In many ways Issa's own life was a sad one. His mother died when he was two, and his own four sons and a daughter all died before they were a year old, a great sorrow for a man who loved children as much as Issa did. He was a poor man and spent much of his life in solitary wandering. Perhaps it was the loneliness of these years that made him value all the animals, birds and

insects who shared his house and garden and kept him company in his travels about the countryside. (From *A Few Flies and I; Haiku by Issa*, by Jean Merrill, OUT OF PRINT.) Here are some *haiku* by Issa:

A few flies and I
Keep house together
In this humble home.

Swatted out
from everywhere else,
The mosquitoes come here.

A measuring worm takes the length
of the wooden support
that holds up my house.

I asked him how old he was,
And the boy dressed up in a new kimono
Stretched forth all five fingers.

The frog looks as if he had just
belched a cloud
into the sky.

My hut is so small,
But please do practice your jumping,
Fleas of mine!

I'm going to turn over;
Mind away,
Cricket.

If you are tender to them,
The young sparrows
Will poop on you.

The mosquitoes!
They have come for their lunch to the man
having a nap.

The deer are licking
the first frost
from one another's coats.

8. Write a group *haiku* on the board using one of the word lists.

9. Have students write their own *haiku* in their best handwriting.

10. Display the *haiku* with a photograph of the topic.

11. Ask the students to discuss the following quotation by Basho, a renowned haiku poet: "*Haiku* is simply what is happening in this place, at this moment."—Basho

EXTENSION IDEA

Tanka is a Japanese poetic form that consists of 31 syllables (5-7-5-7-7). It is the most fundamental poetic form in Japan since *haiku* was derived from it. Its themes include love between men and women, deep attachment to nature, the joys and sorrows of the changing seasons, close relationships, and reflections and insights on aspects of one's life. (From "The Japanese Mind Seen Through the Poetic Tradition," by Makoto Ooka, *Nippon Steel News*, February, 1983).

Here is a student example:

The mist of morning
is like the blanket of time
which slows the world down.
When the mist lifts from the morn,
The world will be born again.
—Annette Greenbaum

Many excellent lessons about haiku exist. *The Haiku Moment* from SPICE is available in elementary and secondary versions. For older students, the video *Tokugawa Japan: Novels, Puppet Theater and Haiku* from the East Asian Curriculum Project explores the development of haiku, and *Tokugawa Japan: The Great Peace and Development of Urban Culture* from the Rocky Mountain Region Japan Project includes a lesson about several Japanese verse forms, and their context in Tokugawa culture.

Haiku in English, by Harold Henderson (Charles E. Tuttle, 1967) is a classic book which includes poems by Issa.

Lesson 4

WRITING JAPANESE STORIES

Jennifer Desmul

Level: Upper elementary, adaptable for other grades

Objectives: The student will develop writing and listening skills.
The student will practice creative expression.
The student will develop an understanding of the folklore of Japan.

Teacher materials: Chalkboard or overhead projector

Book with Japanese stories. Among the many excellent collections are the widely available *Japanese Children's Favorite Stories* edited by Florence Sakade (Charles E. Tuttle, 1958) and *Kintaro's Adventures and Other Japanese Children's Stories*, edited by Florence Sakade (Charles E. Tuttle, 1958). Dozens of Japanese folktales are also published separately.

Four coffee cans, each painted a different color, and labeled with one of the following: character, trait, location, problem. See attached instructions and list.

Student materials: Paper
Pencil
Imagination

Time: One or two class periods

Procedures:

1. Read several Japanese folktales to the class. Discuss characteristics of the Japanese folktale.

2. Instruct the students that they are now going to write their own stories in the style of Japanese folktales.

3. Explain that they will base their stories on the cards they choose from the cans.

4. After writing a story, each child reads his/her story to the entire class or in small groups.

5. Conduct an open-ended discussion concerning which aspects of the stories are universal and which seem particularly related to Japan.

6. Point out that authors do just what the students are doing, that is, authors often make up stories in folktale style and set them in other countries. Older students can discuss ways in which an original story written by a modern author might differ from a tale transmitted orally over many generations.

7. If the school has a collection of books set in Japan, ask students to investigate which are old tales and which are new. An example of one which is new is *The Tale of the Mandarin Ducks*, by Katherine Paterson (it is written like a folktale and illustrated in a style based on Japanese woodblock prints.)

INSTRUCTIONS FOR PREPARING COFFEE CANS

Use four coffee cans, each painted a different color and each labeled with one of the following: character, trait, location, problem. Slit the plastic lid so a child's hand can fit inside. Use colored cards to match each can, so that students can return cards to the correct cans when they are finished. Print one idea on each card. For example, green cards match the green can labeled "character" and each card suggests a different character. The child reaches into each can and draws one card to make a sentence which he/she uses to write a story. Sentences can first be constructed orally.

WORDS TO PUT ON CARDS

Character

little boy	sparrow	chatterbox	Peachboy	grandmother
grandfather	emperor	servant	mother	samurai
cat	shogun	teacher	monster	Buddhist priest
guest	cook	coward	champion	ogre
daughter	crowd	children	crew	farmer
prince	soldier	old woman	ghost	small girl
fox	scholar	tyrant	friend	oldest son
woodcutter	traveler	musician		

Trait

tall	beautiful	complicated	impudent	bad-tempered
rude	charming	grumbling	astonished	ill-mannered
naughty	tiny	miserable	ancient	precious
lonely	terrible	elegant	grateful	strange
greedy	wicked	haughty	faithful	ungrateful
idiot	famous	noble	ragged	restless
caring	devoted	amusing	clever	remarkable
mean	dumb	scared	delighted	irritating
jolly	stingy	hungry	successful	complicated
timid	happy	jealous	sad	laughing

Location

doorway	island	deep in the forest	across the valley
shrine	passageway	train	along the river
temple	garden	in the storeroom	on top of a mountain
castle	underground	school	corner of the room
fishing boat	river	on the way home	in the cupboard
secret cave	kingdom	hidden in mist	on top of a table
festival	under the sea	on an open plain	climbing the hillside

Problem

becomes ill
lived all alone
scolded for being late
did not know the answers
wind was cold
nobody knew
spilled it
frightened
defeated
daydreaming
misunderstanding
terrified
couldn't see
has no friends
was chased by a _____

gone from home 10 years
saw strange footprints
drew pictures all the time
earthquake destroys home
the hard way
help! help! save her!
animals were fleeing
made a big mistake
smeared with ink
lights went out
found a treasure
no one answered
forgot the password
had to do all the work
never had any fun at all

typhoon sank ship
no way to leave
couldn't find anyone
poor and had no food
may fall into the sea
shipwrecked
watched it disappear
trembling with fear
wanted to go home
had to walk all the way
crowded and uncomfortable
afraid of the _____
watched it float away
couldn't breathe
afraid to go home

Lesson 5

GOOD PREVAILS

Anita Matson

Level: Upper elementary, adaptable for other grades

Objective: Students will write a description of a character.

Materials: Copy of Japanese folktale "The Tongue-Cut Sparrow," available in many anthologies including *Japanese Children's Favorite Stories*, edited by Florence Sakade (Charles E. Tuttle, 1958). It is also available separately as *Tongue-Cut Sparrow*, by Momoki Ishii (Dutton Children's Books, 1987).

Thesauruses

Pictures of a sparrow, a Japanese farmhouse, a *kimono*, and Japanese food, or illustrations from the book

Time: One hour

Procedures:

1. Introduce the story by showing photographs of a traditional Japanese house, clothing, and food. Describe them if photographs are unavailable. Remind students that this story is set long ago and that nowadays most Japanese live in cities and dress in ways similar to Americans and Europeans.

2. Read the story. Ask students to recall any stories they know in which goodness and generosity are rewarded.

3. Explain that we know what the characters are like by the words the author uses to describe them and by their actions. Make two headings on the board, "old man" and "old woman." Under these headings list exact words from the story that are either descriptive words or actions that characterize these people.

OLD MAN	OLD WOMAN
Took good care of sparrow	Mean
Talked to it	Terrible temper
Fed it from own plate	Hated sparrow
Treated it as own child	Scolded husband
	Disliked hard work
	Bad-tempered

4. Use a thesaurus to find descriptive words to attach to the actions. Orally make sentences out of the descriptive words and actions. For example: The old man showed he was kind by taking care of the sparrow and treating it as his own child. He showed generosity by feeding it from his own plate.

5. Students write a paragraph about the wife using the same procedure.

6. Ask students to speculate about why people around the world have stories in which good prevails in the end.

Lesson 6

YOUR STORY, MY STORY

Anita Matson

Level: Upper elementary, adaptable for other grades

Objective: Students will write from differing points of view.

Materials:
1. Utensils or pictures of utensils used in the tea ceremony.
2. Copy of Japanese folktale "The Magic Teakettle." It is widely available, including in *Japanese Children's Favorite Stories*, edited by Florence Sakade (Charles E. Tuttle, 1958).

Time: One hour

Procedures:

1. Introduce the story by discussing the brewing of Japanese tea and showing the utensils. Also explain that the priest in the story is a Buddhist priest and Buddhism is one of the principal religions of Japan.

2. Read the story.

3. Explain that this story the way it is now written, is told by a third-person narrator. Review the main events of the story with the students. Write the events on the board.

   For example:
   a. Priest buys old rusty tea kettle.
   b. After polishing the kettle the priest sets it over charcoal to heat the water.
   c. The kettle grows the head, tail and feet of a badger.
   d. A junkman buys the bewitched kettle from the priest.
   e. During the night the badger-kettle tells the junkman that if he is treated well he will help him make his fortune.
   f. The junkman sells tickets to people who want to see Bumbuku (the magic kettle) perform tricks.
   g. The junkman becomes rich from selling the tickets.
   h. Bumbuku wants to go back to a quiet life in the temple.
   i. Bumbuku is given a place of honor in the treasure house.

4. Have students imagine themselves as Bumbuku. Each student rephrases each event from his/her point of view. Hear several versions of each rephrasing. Encourage the students to add more detail.

5. Students rewrite the story from the point of view of Bumbuku or the junkman.

6. Share stories acting out in pantomime as a student narrates.

Lesson 7

ZEN BUDDHISM: INTRODUCTION TO A UNIT

Jessie Yoshida

Level: High school or junior high

Objectives: 1. To gather students' knowledge, perceptions, and questions about Zen Buddhism.
2. To arouse their curiosity and introduce them to Zen concepts and practice.

Materials: Books and audiovisual materials about Buddhism and Zen Buddhism. At our high school, students read *Siddhartha* by Hermann Hesse (Bantam Books, 1982), and view *Zen and Now*, narrated by Alan Watts.

TEACHER'S NOTE:
The clustering approach is described in *Writing the Natural Way* by Gabriele Rico (Jeremy P. Tarcher, Inc., 1983). It is also explained in step 2 of Lesson 2, entitled "Clustering" by Anita Matson.

Time: One class period

Procedures:

1. Instruct the students to use the clustering technique around the words "Zen Buddhism." Ask them to write down every association that comes to mind, without editing or critiquing the words.

2. Students gather in groups of five and compile a master list for each group.

3. After ten minutes, the groups share their lists.

4. Again as individuals, students write a five-sentence paragraph stating their views of Zen Buddhism at this point, before learning more about it. They should feel free to use words from their own cluster in building their sentences.

5. Ask a few volunteers to read their paragraphs.

6. Discuss what questions about Zen Buddhism came to students' minds as they clustered and wrote their paragraphs. What would they like to explore further? List these questions on the chalkboard as students share them, and return to them at the end of the unit.

7. View any audio-visual materials planned for this unit.

8. Following the film, ask students to write an "exit slip." An exit slip is written anonymously on a half sheet of scratch paper and read aloud by the teacher immediately after being collected or at the beginning of the next class session. On the exit slip, ask students to respond to the concepts of Zen, perhaps summarizing the film or discussion, raising a question, or drawing comparisons.

Note: *Zen and Now* is available for rental from the University of Washington department of Instructional Media Services for a $15.00 rental fee. Call (206) 543-9909 to book films. An excellent teaching unit about Japanese religion is *Religion in Japan and a Look at Cultural Transmission* from the SPICE program at Stanford University.

Lesson 8

HIROSHIMA: INTRODUCTION TO A UNIT

Jessie Yoshida

Level: High school

Objectives: 1. To gather students' associations, perceptions, and knowledge of the bombing of Hiroshima and Nagasaki.
2. To prepare them for further study of the bombings.

Materials: Books and audiovisual materials about Hiroshima and Nagasaki. In my literature class, students read *Hiroshima* by John Hersey (Alfred A. Knopf Inc., 1985) and view *Hiroshima-Nagasaki, August 1945*. This film is one of many which include original film footage of the effects of the bombing.

Time: One or two class periods

Procedures:

1. Students cluster around the words Hiroshima and Nagasaki for ten minutes, letting associations run freely. (See Step 2 of Lesson 2, entitled, "Clustering" by Anita Matson.)

2. Students then write for ten minutes on what the clustering stirs up, using any words from their cluster they wish.

3. In groups of four to five, they read their writing aloud to each other and select one to read to the entire class.

4. Each group then lists questions and concerns about our nuclear past and future, using felt pens and butcher paper. They write in large letters so that they can later share their lists with the class.

5. The teacher posts the lists.

6. After introducing the film, the teacher shows it to the class. Because of its powerful impact, it is important to prepare students for it and to allow time for adequate debriefing.

7. One debriefing strategy is to write "unsent letters." Following the film, the students write an "unsent letter" for ten minutes to a friend, relative, or public figure, sharing their response to what they saw.

8. Volunteers read their letters aloud, which opens the way to further discussion and debriefing of feelings. It is important that students genuinely volunteer for this, because "unsent letters" are a means for expressing feelings without being concerned about another person reading them. One can say anything without worrying about the impact. The letters also serve to clarify thoughts and feelings before actually sending a more reflective letter that is concerned with another's response.

EXTENSION IDEAS

There are many possible ways to continue a social studies or literature unit about the bombings. Excellent approaches to teaching about this controversy are contained in *U.S.-Japan Relations: The View from Both Sides of the Pacific, Part I*, from SPICE. *Hiroshima-Nagasaki* may be difficult to find, but some of the same footage appears in *Rain of Ruin*, distributed by the Video Project, 5332 College Avenue, Suite 101, Oakland, CA 94618; tel. (800) PLANET.

Lesson 9

FORTUNES

Anita Matson

Level: Upper elementary, adaptable for other grades

Objective: Students will use a variety of ideas for writing.

Materials: Handouts 1 and 2, Copies of Japanese Fortunes
Horoscope section from daily newspaper

Time: One hour

Procedures:

1. Explain that people have sought to find out their fortunes throughout history and around the world. Brainstorm with students ways people try to know the future: fortune cookies, palm reading, crystal balls, tarot cards, horoscopes, tea leaves, etc.

2. Explain that when people go to a shrine in Japan, they can pay a fee and receive a printed fortune. Often this is done by pulling a numbered stick out of a long container, and then matching the number to a fortune. In some places, the fortunes are now dispensed from vending machines. The fortune predicts many aspects of life, and may promise either good or bad news. Read a fortune from the examples.

3. Read horoscopes from the newspaper. Notice the topics that are covered and make a list on the board: romance, finances, success at work, hobbies, sports, shopping, travel, buying, selling, redecorating at home, planning ahead, relationships with family and friends, use of time, asking for help, etc.

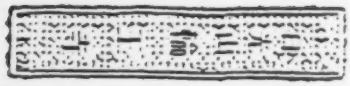
4. Write a fortune for a classmate. Include five topics. Include some good and some bad fortune.

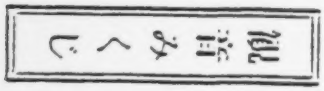
5. Collect fortunes and put into six piles. Number the piles. Students roll dice and take their fortune from the numbered pile that they rolled. Each student reads his fortune to the class.

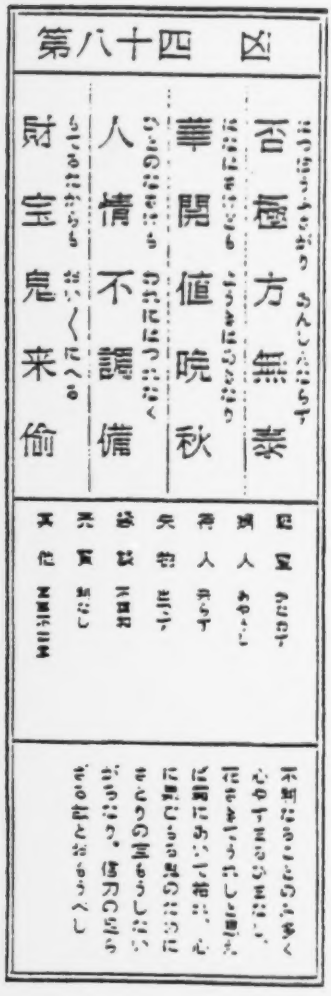
6. Explain that in Japan the papers on which fortunes are written, especially bad ones, are folded up and left tied to a tree or fence at the shrine. The class may do this or display them in the room.

EXAMPLES OF FORTUNES

Go along a dark and quiet path by the help of the bright moonlight.	
Your Fortune: Excellent Luck	
Be as moderate in anything as you can. If not, you'll bring misfortune upon yourself.	
■ wish: It will be obstacled by others.	■ dispute or quarrel: There may be some truth in what you say, but you will be defeated.
■ expected visitor: He will not come	■ love: He is good, but he is dangerous.
■ missing thing: It will be found late.	■ removal: It won't do, so put it off.
■ travel: You had better stop it.	■ childbirth: It will be easy, but take good care of the baby.
■ business: It is probably that prices will fall suddenly.	■ illness: It will be a heavy illness. Pray to God.
■ study: Devote yourself to study with confidence.	■ marriage proposal: It will be obstacled by unexpected men. Be modest in anything.
■ speculation: Give it up, for prices will fall suddenly.	







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KASUGA SHRINE

Nara, Japan

Fortune #9*

GREAT GOOD FORTUNE

Dying crops in the drought-blasted fields of summer may be revived by a sudden shower at eventide, so that the autumn harvest is as rich as ever. You may rest reassured as to your future happiness, but remember also to remain honest and upright, without spite or jealousy toward others. Strive to carry on your work diligently and well.

- Your desire: will not come easily to fulfillment, but will be granted sooner than early difficulties might lead you to expect.
- The awaited one: will send word, and come before long.
- Lost objects: will be found, but only if you hurry.
- Journeys: no particular benefit, but no loss.
- Trade: profits will result. Good sellers' market.
- Agriculture: nothing to cause worries or loss.
- Directions: no obstacle, whatever the direction.
- Quarrels: you will win. Be very patient.
- Employees and dependents: the sooner you act, the better.
- Change of residence: at first, it will be hard to find anything suitable.
- Birth: easy, but be careful of mother and child afterwards.
- Illness: not serious; recovery is certain.
- Love and marriage: your suffering is needless for there is no change. The other party's feelings remain as ever.

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* Thanks to Barbara Bosley for sharing her fortune.

Lesson 10

DARUMA-SAN

Evon Tanabe

Level: Lower elementary grades

Objective: The student will set, and hopefully attain, a goal using the *daruma*.

Materials: *Daruma* doll, if possible
Handout 1, *Daruma* Goal Sheet
Crayons

Time: One hour

Procedures:

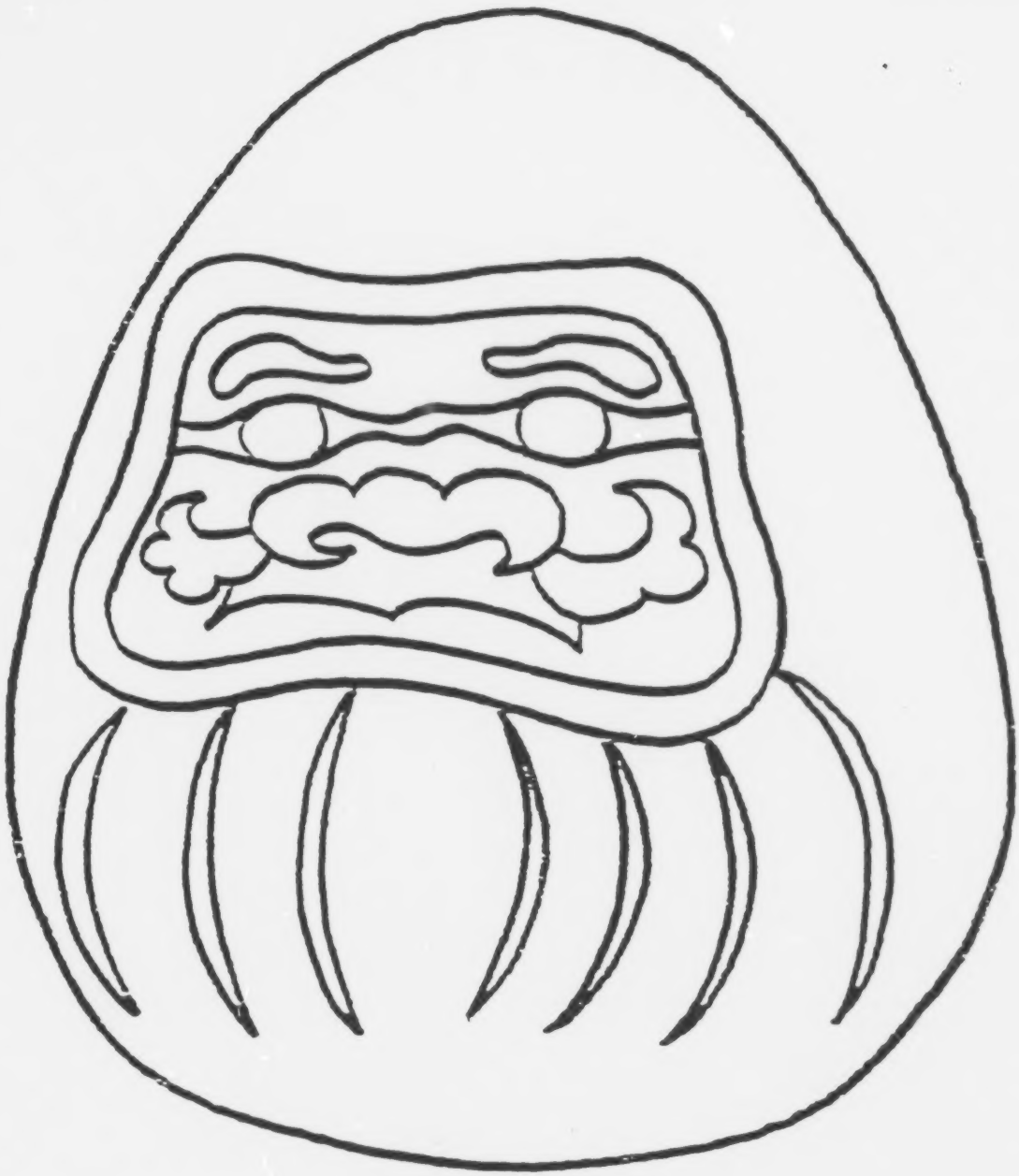
1. Introduce the idea of wishing. Elicit from the students ways that we use to help us achieve our wishes. Examples are wishing on a star, wishing wells, wishbones, or candles on a birthday cake.

2. Introduce *Daruma-san*. *Daruma* was an Indian philosopher and disciple of Buddha whose full name was Bodhidharma. San is a title of respect. Legend has it that he meditated for so long that he lost the use of his arms and legs. As a result he could not walk, but he epitomized the popular Japanese proverb, "One may fall seven times but will rise up on the eighth."

   Daruma became the symbol of determination and perseverance. *Daruma* dolls are often made with weighted bottoms so when they are tipped over they right themselves. Also, they are usually made without pupils in their eyes. When a wish is made, one pupil is colored in. This wish should be goal-oriented and should involve the wisher in attaining it. When the goal is met, the other eye is colored in.

3. The students should set an attainable goal, color the doll and one eye only. The traditional color for a *daruma* is red.

4. Display the *daruma*. When an individual goal is met, the second eye may be colored in and the *daruma* taken home.



DARUMA-SAN

My goal is

Lesson 11

DARUMA TOYS AND GAMES

Gail Tokunaga

Level: Elementary

Objective: 1. The students will make their own *daruma*.
2. The students will learn a Japanese game related to the *daruma*.

Materials: Oval balloons, newspaper, paste, paint, and brushes

Time: One hour

Procedures:

1. Explain to students that the *daruma* is probably Japan's best-known folk toy. You can see it frequently in Japan, including on key rings. The *daruma*'s name is short for Bodhidharma, a Buddhist priest from India who lived in the sixth century. Legends say that Bodhidharma sat absolutely still and meditated for nine years. He didn't move at all, and after nine years he found he had lost the use of his arms and legs. In fact, they had withered away.

   Darumas are made with no arms or legs. They have weighted bottoms so that no matter how you roll them, they will always return right side up. Some say this symbolizes the spirit of patience, perseverance, and determination shown by the priest.

2. Blow up oval balloons.

3. Tear up lots of strips of paper and soak them in paste. Cover the balloon completely with the strips. Let dry.

4. Add extra layers of strips to the bottom, rounded end. This will give the bottom the extra weight it needs so that the *daruma* will end up in an upright position.

5. The *daruma* is traditionally painted red, the color of the robes worn by the priests. Paint the body and the features on the face. Remember not to paint the eyes yet.

6. Make a wish and paint one eye. Be patient.

7. When the wish comes true, paint the other eye.

8. To play this favorite Japanese game, the teacher and students sit in a circle with their legs and arms folded. They sway from side to side in rhythm and chant in unison:

Daruma-san, Daruma-san	Mr. Daruma, Mr. Daruma
Nira miko shimasho	Let us stare at each other
Waratara dame yo	You had better not laugh
Ichi ni san shi go	One, two, three, four, five

Everyone must have a serious expression on his/her face and should stare at each other. The first person to laugh is "out".

Lesson 12

DARUMA

Selma Moyle

Level: Upper elementary or junior high

Objectives:
1. To learn the significance of the *daruma*.
2. To discuss other good luck symbols used by other cultures.
3. To make a paper mache *daruma*, filling in one eye and setting a goal.

Materials:
1. *Daruma* legend (see previous lessons).
2. If possible, good luck and goal-setting objects from other cultures.
3. *Darumas*, if available, and *daruma* toys of various types.
4. Art materials: plastic sandwich bags, newspaper, twist ties, wheat paste, red, and, flesh colored poster paint, lacquer or shellac, color crayons or felt-tip pens.

Time: One hour

Procedures:

1. Describe the legend of the *daruma* and show any examples of *darumas* available. Tell students that it is a custom for politicians to paint in the *daruma*'s second eye when they win an election.

2. Share a few common good luck symbols and give pupils a chance to add more, such as rabbits' feet.

3. Discuss goal possibilities with the students. Each one will set his or her own goal.

4. Explain the procedure for making a paper mache *daruma*.
   a. Stuff the plastic bags with wadded-up newspaper and shape into a rounded form with a slightly flattened bottom. Tie with twist ties. Tape corners so that they are rounded.
   b. Make a watery paste with the wheat paste. Tear thin strips of newspaper and dip into the paste. Cover the form with five layers of overlapping strips. Add extra strips to the bottom for weight.
   c. Dry thoroughly.
   d. Paint the *daruma* red except his face. Let dry. Paint the face flesh-colored and let dry. Paint in the features except the eyes.

5. After class completes the *darumas*, have pupils establish goals and paint in the first eye.

6. Display the *darumas* around the classroom and for each, paint in the other eye when the student has reached his/her goal.

Lesson 13

JAPANESE DESIGNS

*Sonnet Takahisa**

Level: Elementary or junior high

Objectives:
1. Students will learn some traditional Japanese designs and what they represent.
2. Students will make their own stamps for printing Japanese designs.

Materials:
1. Rubber erasers
2. Dull knives or large, partially straightened paper clips
3. Stamp pads or other kinds of ink
4. Paper, note cards, or fabric

Time: One to two hours

Procedures:

1. Show students the examples of Japanese designs. Explain that the crane, the tortoise, and the pine tree are symbols associated with good wishes for the new year. These and other good luck symbols are found throughout a Japanese home during the festivities. They can be printed on *nengajo* (postcards) with a new year's greeting and sent to friends and family. Sending these cards is a very widespread custom.

2. Ask students to plan what design they will carve. Draw the design on the flat side of a rubber eraser. Remind them that the design will print backwards from the way they draw it.

3. Using a dull knife, cut away the area around the design so that the design stands out. With young students, straightened paper clips are safer and work fairly well.

4. Ink the stamps by pressing into stamp pads. Stamp the design on the student's chosen surface. Point out that many possible patterns can be made by creating a pleasing combination of individual stamps. For example, a single stamp of waves can be printed many times to create an attractive overall design.

5. Show students the contemporary wave designs as examples of overall patterns and the updating of traditional motifs.

EXTENSION IDEAS

1. Research other Japanese designs and their meanings. Find out which designs are associated with festivals and holidays.

2. Explore the stories behind the designs. Why would a pine tree represent long life?

3. Make and send greeting cards using the students' stamps. Collect examples of Japanese greeting cards.

4. Print the designs on fabric and make the fabric into Japanese objects. One possibility is *noren*, the short, split curtains which hang over many Japanese entryways.

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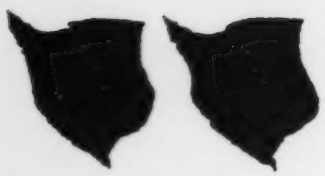
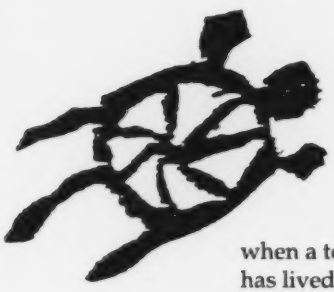
* We are grateful to Sonnet Takahisa, who formerly worked at the Seattle Art Museum, for permission to reprint this lesson which she developed.

JAPANESE DESIGNS



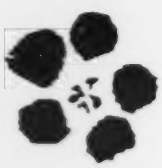
chidori (plover): small bird famous in poetry (often pictured with waves).



kame: the tortoise represents long life.

when a tortoise has lived 10,000 years it grows a long hairy tail.

ume: the plum blossom blooms even when there's snow on the ground.

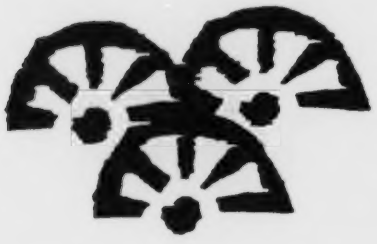


matsu: because of its hardiness, the pine tree represents long life.

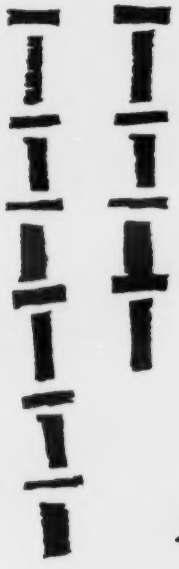
JAPANESE DESIGNS

arrows are often depicted with bulls' eyes and represent wishes.

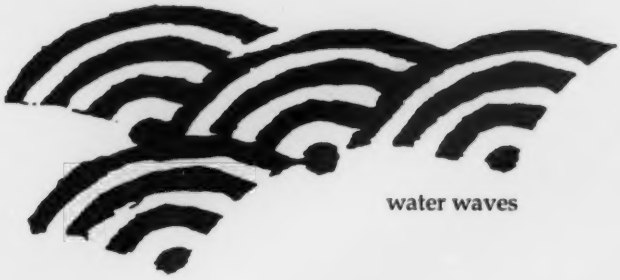
carriage wheels



yen: these old coin pieces represent wealth.



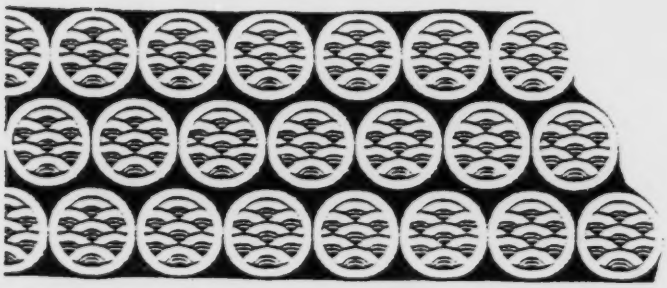
take: bamboo represents constancy & virtue.

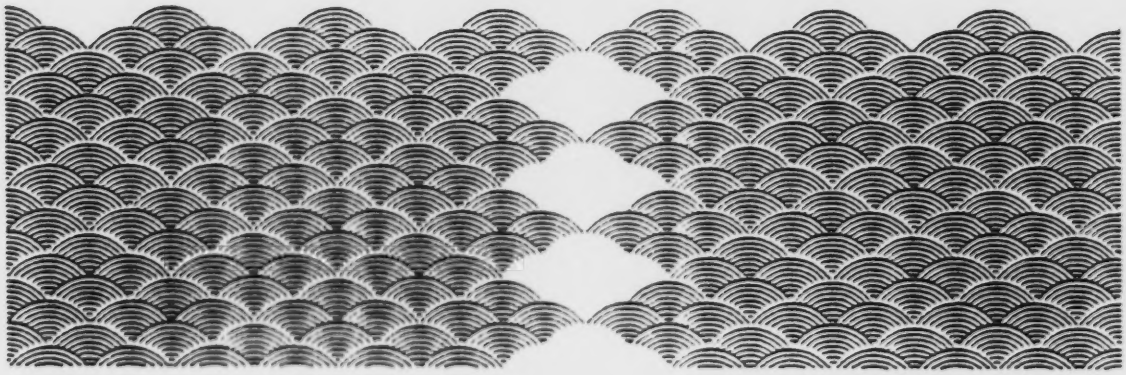


water waves

JAPANESE DESIGNS

CONTEMPORARY DESIGNS





Examples of the wave motif as used
in contemporary Japanese design

Lesson 14

KOKESHI DOLLS

Marjorie McKellop

Level: Upper elementary

Objectives:
1. The student will be able to envision total form (front, back, and sides) by creating three-dimensional objects.
2. The student will repeat shapes to design a pattern.

Materials:
1. Pictures of traditional Japanese dress
2. Examples of *kokeshi* dolls if available
3. Core for body: small bottles such as vitamin bottles, eggs (blown), cardboard spools and cones, cardboard tubes, or plastic drink cups
4. Head: styrofoam ball, wooden bead, or ping-pong ball
5. Colorful fabrics for dress
6. Tempera paint for facial features or painted-on fabric designs
7. Glue
8. Pedestal: appropriate size container lid

Time: One to two hours

Procedures:

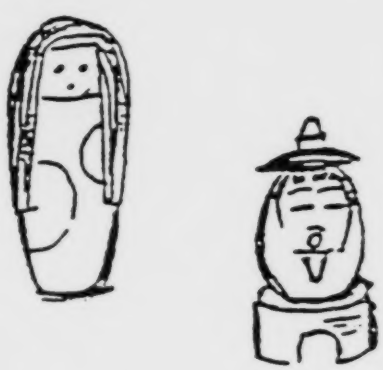
1. Motivate students with background information about *kokeshi* dolls. In Japan, *kokeshi* are made of wood in simple cylindrical shapes. They are turned on a hand lathe and then painted. Many *kokeshi* are made in forested, mountainous areas during the winter. People bring them home as souvenirs when they visit these areas for skiing or other vacations.

2. Show pictures of traditional Japanese dress. Ask students to plan how they will decorate their doll.

3. Demonstrate the gluing of the body elements.

4. Have students brainstorm the possibilities of the decorative materials collected. Each students selects materials and glues body together during the first lesson.

5. Students apply dress and facial features during the second lesson. Apply fabric with glue. Glue on the pedestal last.



EXTENSION IDEAS

1. Investigate the history and traditions surrounding *Hinamatsuri*. This is known as Girls' Day or Dolls' Festival and is celebrated every year on March 3. This festival has roots which go back 1,000 years and has been an official national holiday since the eighteenth century. Girls arrange special displays of dolls representing members of the imperial court, plus other dolls they have collected.

2. Do further research on Japanese clothing. Investigate when, and on what kinds of occasions, women wear *kimono* nowadays. Gather pictures of Japanese children and note their clothing. Although children may wear formal or informal *kimono* on special days, like festivals, they normally wear school uniforms or everyday clothing very similar to the clothing American students wear.

Lesson 15

JAPANESE LACQUERWARE ART LESSON

Marjorie McKellop

Level: Upper elementary

Objectives:
1. The student will be able to decorate a plate in a Japanese style.
2. The student will observe the use of space in design.

Art theory: Line/color/space

Materials:
1. Paper plates (not plastic)
2. Gesso and brush for applying it
3. Sandpaper, fine grade, to sand gesso
4. Tempera paint: black for base coat, white and shades of red for floral decoration
5. Brushes: fine camel hair for painting design
6. Plastic spray sealer
7. Lacquer pieces for display, pictures of lacquerware, or plastic simulated lacquerware

Time: One to three hours

Procedures:

1. Introduce the lesson by explaining that lacquerware is an ancient art in both Japan and China. Lacquer is usually painted over a wooden base, but can also be painted over baskets or on paper or other materials. Lacquer is actually the resin of the lac tree and is very poisonous in its natural form. It is collected, strained, heated to remove some of the moisture, and then painted on a base, either in its clear natural form or with coloring added to it. Many base coats are painted on and carefully dried away from dust before final decorations are added. Black and red are common base colors, and the Japanese often highlight a design with powdered gold paint or inlays such as mother-of-pearl. The result is a decorative and extremely durable object. Today, many people use plastic copies of lacquer items because they are less expensive.

2. Show display examples to students. Discuss characteristics of the designs.

3. Demonstrate applying gesso for the base coat to seal the pores of the paper plate. Two coats may be necessary. Sand to smooth the surface. Show how to apply the black background coat. Explain that it will take time for each coat to dry.

4. Demonstrate painting flower stems with fine brush strokes. Have students practice on black paper before attempting their final decorating.

5. Demonstrate painting petals. Explain that the chrysanthemum represents the emperor's family in Japan. Other flowers that are popular are cherry and plum blossoms. Pine needles also make interesting motifs. Suggest that the students draw their designs from looking closely at familiar plants. As an alternative, suggest that students use designs such as those in Lesson 13, "Japanese Designs" or Lesson 21, "What Is a Japanese Family Crest?"

6. Point out the use of negative space, meaning the background space which is not painted with a design, and the simplicity of the decoration. Lacquerware can also be painted in elaborate designs, often based on geometric patterns.

7. After students have completed their plates, spray with two coats of Krylon or other sealer.

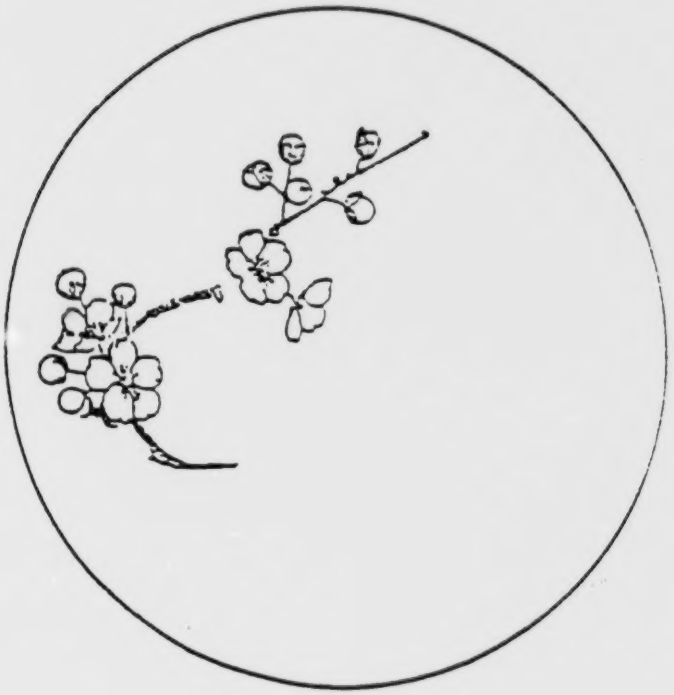
EXTENSION IDEAS

1. Study the articles used in the tea ceremony. Some are generally made of lacquer, including the small covered containers which are used to hold the powdered tea. Note the design on both the lacquerware and other objects which is generally very simple and can be quite rustic in appearance.

2. Research the source of lacquer and the production process.

3. Research the "Living National Treasures," Japanese artists who receive special government pensions so that they can pursue traditional art forms. Some of these artists produce lacquerware.

4. Objects used in the tea ceremony, although not lacquerware, are among the many art forms explored in *Spring Blossoms, Autumn Moon,* an extensive unit from the Seattle Art Museum. Two Japanese painting styles are the subject of inquiry lessons included in *Tokugawa Japan: The Great Peace and the Development of Urban Culture,* from the Rocky Mountain Region Japan Project.



Lesson 16

RELIEF BLOCK PRINTS

Marjorie McKellop

Level: Upper elementary

Objectives:
1. The student will be able to design a space using line and shape.
2. The student will recognize relief block prints from Japan and appreciate their design.

Materials:
1. Handout 1, Examples of Japanese block prints, either the prints or reproductions in books
2. Milk cartons, half gallon size cut down
3. Bowl or cottage cheese cartons for mixing
4. Assortment of tools for scratching and cutting the designs, e.g., nails, paper clips, etc.
5. Water base printer's ink in various colors
6. Brayers
7. Paper for lifting prints
8. Plaster of paris

Time: One to three hours

Procedures:

1. Show students examples of Japanese wood cuts. Explain that the technique of relief block printing is the simplest and earliest means of producing a printed image and dates back to the seventh century. The Japanese learned the process from the Chinese. Originally, wood was the principal material used, but plaster of paris in its hardened state can be used for a similar experience.

2. Point out technical details, such as the fact that the image will be reversed when printed.

3. Demonstrate the mixing of plaster of paris. Sift plaster into one-third of a container of water. Stir **slowly** until creamy. Pour into cartons and let set until solid.

4. Caution students that plaster of paris clogs plumbing, and must be discarded into waste baskets.

5. When dry, use nails or other strong objects to scratch a design in the plaster surface.

6. To print, ink surface of block with brayer. Apply a thin coat.

7. Place piece of paper over block, rub ove. the paper's surface with a clean brayer to get even paper contact, and then lift print.

EXTENSION IDEAS

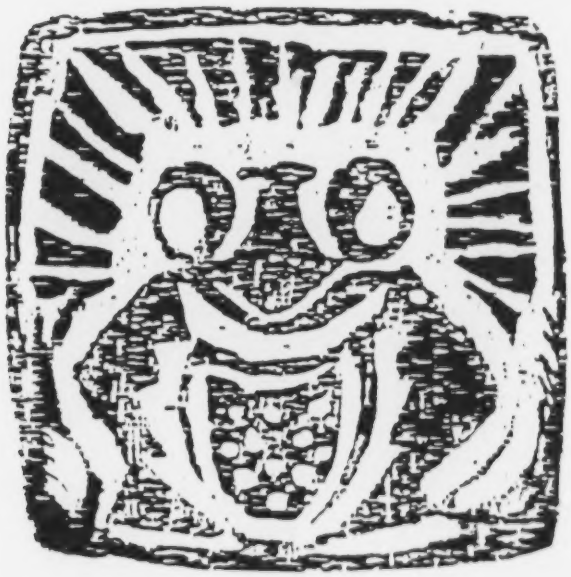
1. Talk to someone who has studied or collected shrine stamps. It is a common custom in Japan to have a souvenir book stamped with the name of a shrine or temple when you visit it. Generally a priest stamps the book with a red stamp and then uses a calligraphy brush to add the name of the temple or shrine and the date. It is also the custom to stamp a souvenir notebook or diary when traveling on vacation. These stamps and stamp pads can be found in many places.

2. Research wood block prints in greater depth. For example, how are multiple colors printed so that they line up correctly?

3. Research other kinds of printing processes, including the process for printing books developed in China 400 years before Gutenberg.

4. Explore the use of *hanko*, Japanese seals which are used as official signatures.

A Student's Relief Print from a Plaster Block



Lesson 17

JAPANESE FANS

*Jane Schisgall**

Level: Elementary

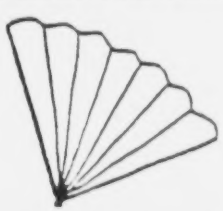
Objectives:
1. To understand that fans are part of the cultural tradition of Japan.
2. To create fans that incorporate design techniques and ornamentation similar to that used in Japan.
3. To use the fan as an aid to expressive action.

Materials:
1. If possible, examples or photographs of Japanese fans.
2. For folded fans: 9" x 24" pieces of construction paper, watercolor sets and brushes, stapler.
3. For flat fans: 9" x 12" pieces of oak tag or colored poster board, scissors, fine line markers, scraps of construction paper and tissue paper.

TEACHER'S NOTES:
There are many ways of constructing fans and many uses for them. Flat fans which do not fold are made in a variety of shapes. These *uchiwa* are referred to in historical records as early as the eighth century. The Japanese invented the folding fan, *sensu* or *ogi*, and introduced it into China. Both kinds of fans have deep roots in history, so the gift of a fan carries symbolic significance. The ornamentation on either kind may be a brush painting inspired by nature, a collage of cut or torn paper, or almost anything else. The uses of fans have been many—to cool oneself, fan a flame, employ as a dance prop, or even wield as a weapon. Fans continue to be useful in a country with hot summers, and nowadays *uchiwa* are often printed with maps or advertisements, such as for baseball teams or fast food outlets.

Time: One to three hours

Procedures:
1. Have the students discuss fans, their uses, sizes, colors, etc. Display any examples of Japanese fans. Ask the students to decide to make either a flat or folded fan.

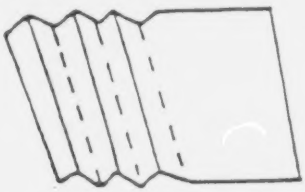


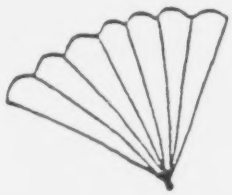
2. **Folded fans**. Demonstrate how to make a brush painting of an item from nature using a minimum of lines and shapes to capture the essence of the object. Examples of simple brush strokes to create an object:

*We are grateful to Jane Schisgall for permission to include this lesson from a project she directed for the Interrelated Arts Program of the Montgomery County, Maryland Public Schools.

3. Have students select an idea from nature and paint it on construction paper, using simple brush strokes and watercolors. Allow papers to dry.

4. Fold the paper back and forth to create a fan. The folds should be about one inch from each other. Fold the entire paper. Pinch one end of the paper together, fold it up about one inch to form a strong base, and secure with a staple.



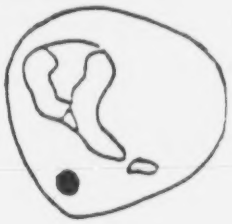


5. Display the finished fans and discuss the variety of themes from nature that were used. Discuss the use of color, line, and shapes that are seen on the fans.

6. **Flat fans**. Flat fans lend themselves to creating an advertisement or can be used as a surface for a map. The shape of the fan may reflect the item being sold or the area being mapped. Have students decide whether they will make a map, an advertisement, or a design fan. Have them plan the design they will draw on the fan.

7. Have students plan an appropriate shape and cut it from oak tag or poster board. Cut a thumbhole.

8. Have students decorate the surface of the fan with the markers or scraps of paper. A combination of markers and torn paper shapes can be used for an advertisement or design.



9. Display and discuss the finished fans. Have the students consider:
   a. how they were made.
   b. what materials were used.
   c. what ideas are expressed.

10. Remind the students that fans are used in many ways in Japan. Have them pantomime the following uses: to cool oneself, to fan a fire, to hide behind, to get someone's attention, to place something on (as you would use a tray).

11. Have the students use their fans to suggest: a wave in the ocean, a tree blowing in the breeze, or a bird flying. Ask them to think of other ways that they could use their fans.

Lesson 18

WHAT IS IT?

Anita Matson

Level: Upper elementary, adaptable to other grades

Objective: Students will practice writing definitions while becoming familiar with some Japanese objects.

Materials: Artifacts from Japan with numbered stickers attached. Items to be included may be post-cards, tickets, eating utensils, clothing, and almost any kind of item from everyday life, such as receipts, soft drink cans, etc. Many of these items can be purchased in import stores or borrowed from travelers.

Time: One hour

Procedures:

1. Show one item to the class. Ask what they think it is. Ask what it is made of and what it is used for. Write on the board a fanciful definition and a real definition.

2. Direct students to choose eight items and write definitions for them. If they have no idea of the item's function, they are to make up a definition. (TEACHER'S NOTE: Be sure to include a description of the item and its use.)

3. When students are finished writing, hold up each object in numerical order. Students who chose that object will then read their definitions. The teacher explains the real name of the object and its use.

EXTENSION IDEAS

1. Write a story in which four of the items you chose are used by the characters.

2. Draw one of the items to a larger scale.

3. Write a dialogue between two of the items.

4. Choose eight items and put them in groups. Explain your groupings to another student.

Lesson 19

ARTIFACTS

Elaine Magnusson

Level: Elementary or junior high

Objectives:
1. Students will know that articles used by a culture reveal much about life and people's values.
2. Students will learn the Japanese word to identify some artifacts.
3. Students will handle and play with Japanese toys and other objects.

Materials:
1. Japanese artifacts. Sources include students' homes, travelers, exchange students, personal exchange with a Japanese school, and import shops.
2. Seek and Find word puzzle keyed to the objects collected. (Handout 1 follows)

Time: Two to three hours - divided over three days

Procedures:

Day one:

1. Ask students to bring one artifact to school which they think is typically American. Ask them to put the artifacts on their desks during the following discussion.

2. The teacher leads a discussion of artifacts, asking such questions as
   a. Where is this object meant to be used? By whom? For what?
   b. What does this object tell about resources available in the country in which it was made?
   c. Does it tell anything about what is important to the user?
   d. What kind of technology was necessary to make this? Was it machine or hand-made?
   e. Do you think all people in a country would use it?

3. The teacher brings the discussion to closure with the following kinds of questions: Could people from other cultures really know our lives from looking at these things? Why or why not? (Artifacts from another culture can only **begin** to help us appreciate that country's culture.)

Day two:

1. Examine and discuss the Japanese artifacts that have been collected. Use the objects by trying on clothes, playing the games, etc.

Day three:

1. Use Lesson 19, Handout 1, Seek and Find—Japanese Artifacts.

2. Return to questions from day one but apply them to Japanese objects.

Suggestions for evaluation: participation, work on worksheets, use of the word **artifacts** during future cultures study.

SEEK AND FIND—JAPANESE ARTIFACTS

A S I E C T H X G O U F J I B P I U
Y E Q S R A W D E R K E U I S N M G
M N U G A O J Z B E A H D L Z A H V
U P V D P F D A R U M A Y M K O E Z
X I R A L C T I X B O D K U R H J C
P T P T O N H F J E N T D R X A E A
H S O E G K O I N O B O R I M P Y L
T U H G R M A E D N N A W K U I J S
Y E G T E K H C L A T F B I Y U V R
H I H S A H I U R S H E Q H H L T Y
L T H O T C Y U O D N A J S E N S U
U Z T S A E D G B F P R H O D E P K
S O S O I O T E D A M A A R I C M A
O Y E G U E F K J E P I O U P S H T
W V Z C I O M U A G D N O F E B A A
Q I M A G I R O M F Z U E I Q J G T
R T V Z B S U B O C S H I N B U N W
K M H A J I K I X A I D F E B P H J

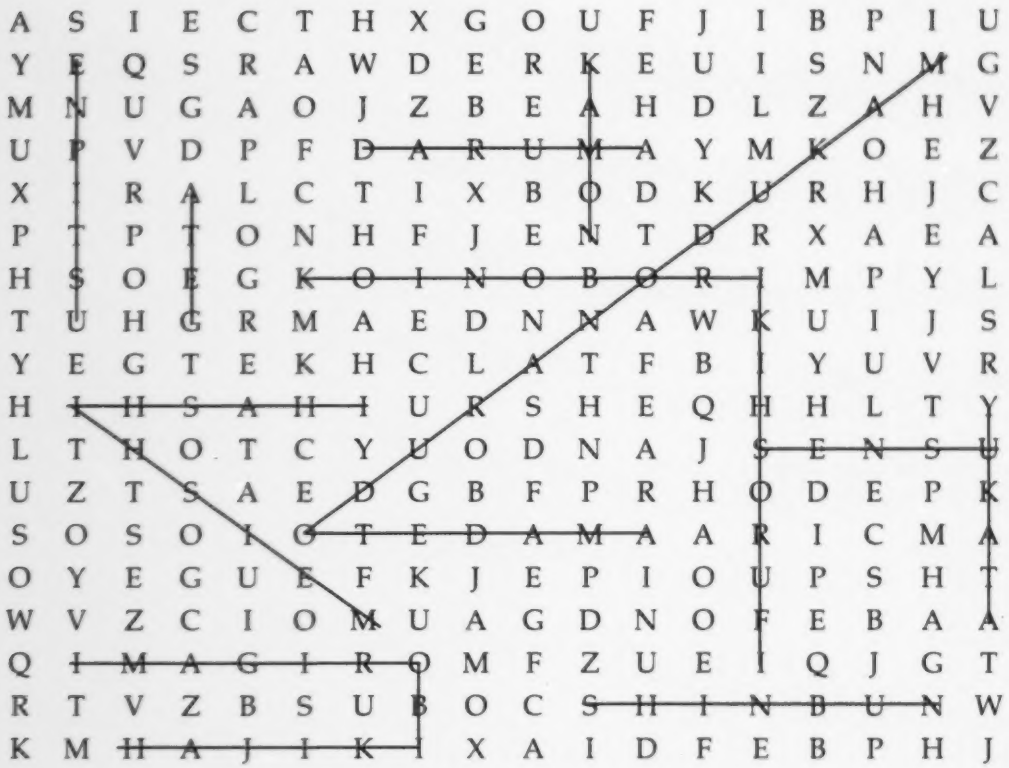
THERE ARE 16 WORDS HERE—CAN YOU FIND THEM?

HERE ARE THE WORDS TO LOOK FOR:

ORIGAMI - object made of folded paper
ENPITSU - pencil
MEISHI - business card
KOINOBORI - carp kite
OTEDAMA - juggling bags
FUROSHIKI-cloth for wrapping/carrying objects
HAJIKI - marbles
OBI - wide sash to tie a kimono
YUKATA - informal summer kimono
SENSU - folding fan
DARUMA - figure used to make wishes
SHINBUN - newspaper
HASHI - chopsticks
KAMON - family crest
GETA - sandals
MAKUDONARUDO - a placemat from McDonald's

SEEK AND FIND—JAPANESE ARTIFACTS

- TEACHER'S KEY -


A S I E C T H X G O U F J I B P I U
Y E Q S R A W D E R K E U I S N M G
M N U G A O J Z B E A H D L Z A H V
U P V D P F D A R U M A Y M K O E Z
X I R A L C T I X B O D K U R H J C
P T P T O N H F J E N T D R X A E A
H S O E G K O I N O B O R I M P Y L
T U H G R M A E D N N A W K U I J S
Y E G T E K H C L A T F B I Y U V R
H I H S A H I U R S H E Q H H L T Y
L T H O T C Y U O D N A J S E N S U
U Z T S A E D G B F P R H O D E P K
S O S O I G T E D A M A A R I C M A
O Y E G U E F K J E P I O U P S H T
W V Z C I O M U A G D N O F E B A A
Q I M A G I R O M F Z U E I Q J G T
R T V Z B S U B O C S H I N B U N W
K M H A J I K I X A I D F E B P H J

ORIGAMI - object made of folded paper
ENPITSU - pencil
MEISHI - business card
KOINOBORI - carp kite
OTEDAMA - juggling bags
FUROSHIKI-cloth for wrapping/carrying objects
HAJIKI - marbles
OBI - wide sash to tie a kimono
YUKATA - informal summer kimono
SENSU - folding fan
DARUMA - figure used to make wishes
SHINBUN - newspaper
HASHI - chopsticks
KAMON - family crest
GETA - sandals
MAKUDONARUDO - a placemat from McDonald's

Lesson 20

ARTIFACTS: WHAT AM I?

Geraldine VanZanten

Level: High school or junior high

Objectives:
1. Students will practice simple Japanese expressions.
2. Students will explore the information available from artifacts.
3. Students will learn to look at a foreign object as something other than just different, or worse, "dumb."

Materials:
1. Shopping bags, one per group.
2. One Japanese object per group, wrapped, with a worksheet folded inside. Possible objects include a *noren* (a split curtain which partially covers a doorway); a small towel which is moistened, heated, and offered before a meal; a *furoshiki* (a scarf which is used to wrap and carry gifts and other objects); and a school lunch box.
3. Representative American objects contributed by class members.

Time: One hour

Procedures:

1. Today the class will practice its observation powers.

2. Divide the class into groups and give each group a shopping bag. Mention that shopping bags with store names and logos are very visible in Japan. Each group is to put in one object per person that is typically representative of our country. When each person has contributed something, a messenger will take it over to another group. The students will recite the following conversation. Because it is a very polite exchange of pleasantries, the conversation cannot be directly translated.
   Giver: *"shitsurei shimashita"* (sorry for intruding), *"dozo"* (please)
   Receiver: *"arigato gozaimashita"* (thank you) when bag is offered
   Giver: *"do itashimashite"* (it wasn't anything)
   Both: *"mata aimasho"* (see you again). Both should bow on greeting and departing.
   (See page 108, Japanese Pronunciation Tips)

3. Each group will describe the other group's culture based on the contents of the bag. A reporter will come to the front of the class and share the contents of the group's bag and the group's reaction to the contents. After all the groups report, ask them if they think they were fairly portrayed by others. Why or why not?

4. Now distribute and allow them to open the wrapped Japanese objects and fill out the accompanying worksheet.

5. Report back to the larger group.

TEACHER RESOURCE

Discovery Box: Exploring Japan through Artifacts from SPICE outlines the challenges and opportunities presented by teaching with artifacts.

WHAT AM I? STUDENT WORKSHEET

I am an artifact, something that is made and used by people from another culture. Years from now, an archeologist will find me in some dig; I hope I will still look like myself so my appearance and function are not misunderstood. If I don't look like something you can use, don't discard me. Examine me. I am very popular in my homeland.

1. Touch me. How many parts do I have?

2. Could I contain something? a liquid? a solid? grains?

3. Who uses me? children? adults? women? men? senior citizens?

4. Do the hands that use me have to be skilled? large? small?

5. Would I contribute to the success of a party?

6. Would you take me shopping?

7. Would you throw me away after one use?

8. Would you display me?

9. Would I make a nice gift? for whom? for what occasion?

10. What products am I made from? What natural resources were required to make me?

11. Would you be likely to find me in a store in your own country?

12. What is the technological state of the country that made me?

13. What do you think of my user?

Lesson 21

WHAT IS A JAPANESE FAMILY CREST?

Judy Kawabori

Level: Junior high or high school

Objectives:
1. Students will become familiar with family crests in general and Japanese family crests in particular.
2. Students will become familiar with the history of Japanese family crests.

Materials: Handout 1, Student reading: "Short History of Japanese Family Crests"

Time: Three 45-minute class periods

Procedures:
Day one: Brainstorming: "What is a Family Crest?"

1. Have students list all the possible places they could use a family crest.

2. Have students list all the things they can think of that a family crest should symbolize.

3. Have students divide their second list into two categories: personal values and American cultural values.

4. Discuss what sorts of symbols might best represent their list. First put them all over the board. Later ask students to categorize them.

5. What cultural values do you think a Japanese person might put on this list? Again, put the answers on the board. Leave the discussion unresolved.

Day two:
1. Have the students read "Short History of Japanese Family Crests."

2. Ask them to answer the questions at the end of the reading.

Day three:
1. Discuss the students' answers to the questions.

EXTENSION IDEA:
Japanese crests are the subject of one of the many useful lessons in *Japan in the Classroom: Elementary and Secondary Activities* from the Social Science Education Consortium.

SHORT HISTORY OF JAPANESE FAMILY CRESTS
STUDENT READING

Japanese family crests are very different from European crests. European crests frequently depict predatory animals like lions and eagles and were used by warring feudal lords to show strength in battle. The tradition of choosing or bestowing family crests in Japan developed among the nobility around the imperial court, from approximately 800 to 1200 A.D. during the Heian Period. This was a time of peace when the court particularly cherished cultural achievements and valued the observation of nature. The crests were often poetic and symbolic. Consequently, the stylized symbols used on Japanese crests usually depicted the design of a plant (flower, tree, leaf, vine, berry, fruit, spice, vegetable, grass) or favored animal (wild goose, crane, chicken, duck, crow, magpie, phoenix, dove, butterfly, dragonfly, horse, deer, crab, clam, cat, rabbit, tortoise, shrimp, sparrow). The Japanese also used other natural themes such as waves, sandbars, lightning, mountains, snake eyes, fish scales, and snow. In addition, they used weapons, coins, tools, Chinese characters, heavenly bodies (sun, moon, stars), and religious symbols as subjects.

Almost everything in nature had a symbolic, natural, or superstitious meaning. There were many things, therefore, that might affect how a family chose the design or subject matter for its family crest. Sometimes the subject was related to an occupation or possession and started out as an identifying mark which later was adopted by the family as its crest. Sometimes an element of nature or a particular animal was chosen to commemorate a particular special event which brought honor to a family. Sometimes a crest was chosen to preserve the memory of a special or famous ancestor and thus became a symbol of loving respect for the dead ancestor.

Later, during the feudal periods of Japanese history, every *samurai* family had a crest, called a *mon* (crest), or *kamon* (family crest). There were only 350 basic crest design motifs, so many variations on the same design had to be created to distinguish all of the samurai families. There are about 7500 different crests today based on the original 350 motifs.

In feudal times only the imperial family, lords, and *samurai* could use crests. Common people at this time did not have crests. Crests were used on banners, clothing, and swords. During this time period, the *samurai* got their crests in various ways. Sometimes they had been passed down in their families for generations, but sometimes they were a reward from a lord to his retainer for meritorious service. Sometimes the imperial court or the *shogun* made such an award. Then the family would stop using its original *mon* and adopt this newly-awarded one. There were also times when a crest was gained by marriage or by an alliance between families. Each important family had two different crests, one for important occasions and one for everyday use.

Early in the 1600s, the wearing of a crest and two swords became a privilege officially restricted to the *samurai* class, and many rules and formal ceremonies were involved. By the end of that century, the restrictions about crests were relaxed and wealthy merchants also began using crests. Merchants and other commoners started wearing crests, such as on a formal *kimono*. In some cases these crests later were adapted to form modern corporate logos.

In the 1800s, Japan's system of government changed. There were no longer *shoguns* ruling, and power was held by the emperor and his advisers. Because Japan started a period of rapid modernization and learning from other countries, many Japanese stopped wearing *kimono* and tried western-style clothing. However, it continued to be fashionable to wear a black silk *kimono* with five crests imprinted on it for special or formal occasions, which is still the case today. The white crests are placed on each breast in

front, in the middle of each sleeve, and on the middle of the back just below the nape of the neck. They are embossed on both the *kimono* and the jacket, which is worn over it, at events such as weddings, funerals, and formal parties. Women usually use the crest of their husband's family and leave behind their own family crest when they marry.

Crests also continue to be used on the roof tiles of temples, on *noren* which are short, split curtains hanging at entry ways of businesses or homes, on some dishes and lacquerware, and on stores and their advertisements and shopping bags. They are also used by some actors, worn on jewelry, and used on lanterns and doors to show ownership. Their stylized forms are both beautiful and symbolic of the people they represent, and we find their designs pervade the Japanese arts and crafts.

QUESTIONS

1. How do Japanese crests differ from European crests?

2. What are the main themes used in Japanese crests?

3. How did Japanese families originally choose these crest motifs?

4. How has the usage of crests changed over time?

5. Do you think a Japanese family crest is just as important as a family home? Explain.

6. What does the Japanese family crest symbolize?

7. Would you like to have a family crest? Explain why or why not.

Lesson 22

CREATE YOUR OWN FAMILY CREST

Judy Kawabori

Level: Elementary or junior high

Objectives: Students will develop a design for their own family crest.
Students will then make a large model crest for their family.

Materials: Large sheets of white poster paper
Large felt-tip pens or crayons
Scissors
Rulers
Protractors
Compasses
Erasers
Pencils
Handout 1, Samples of Japanese crests

Time: One hour

Procedures:

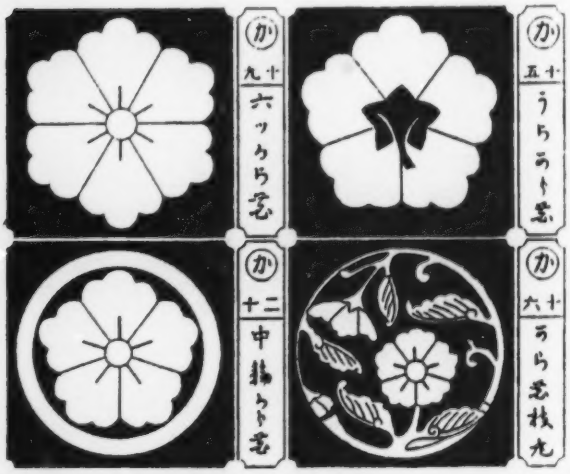
1. Have students decide on the theme for their crests, such as plant, animal, etc. Have them plan something symbolic of their family and visually pleasing. Suggest that they analyze the Japanese crests for inspiration but do not copy them.

2. Point out that simplicity is necessary in a small design. After students simplify their design, have them outline it on posterboard and color in any dark areas.

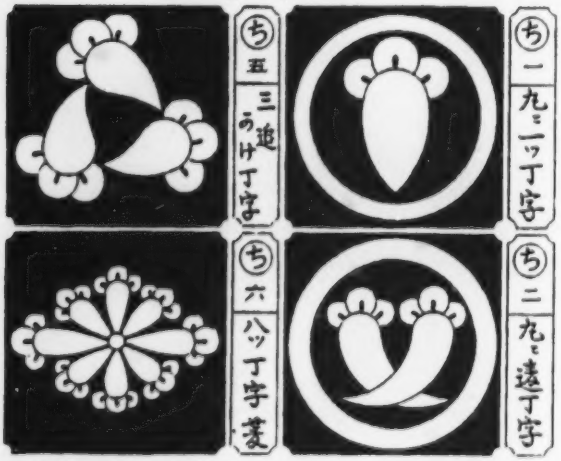
3. Have students present their crests to the class and orally explain the symbolism and the design motif. Then put them up around the room.

SAMPLES OF JAPANESE CRESTS*

Good examples of *mon*, Japanese crests, can be found on many items imported from Japan, such as note cards, wrapping paper, and clothing. Some corporate trademarks are updated versions of old family crests.

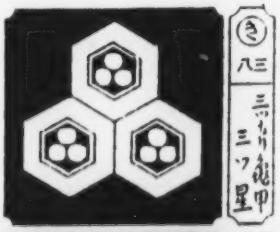


Variations on the *karabana*, an imaginary flower

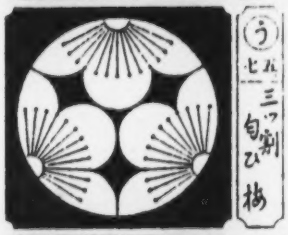


Variations on the design of a clove

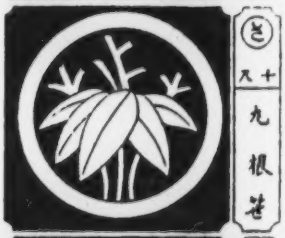
Tortoise shell



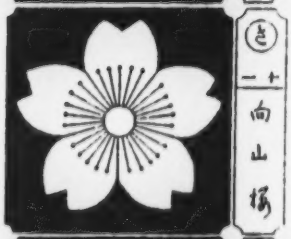
Plum blossom



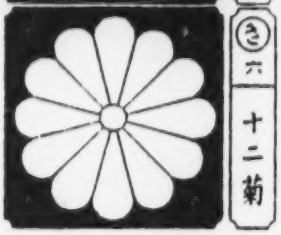
Bamboo



Cherry blossom



Chrysanthemum-Imperial family



* Source: *Japanese Design Motifs: 4,260 Illustrations of Heraldic Crests.* New York: Dover Publications, Inc., 1972.

Lesson 23

NATIONAL ANTHEM OF JAPAN

EvaJean Clark

Level: Upper elementary, junior high, or high school

Objective: The student will learn the origin, lyrics, and melody of the Japanese national anthem and compare it to the national anthem of the United States.

Materials:
1. Handout 2, Copy of the Japanese national anthem
2. Piano, flute, or other instrument capable of carrying a melody
3. Handout 1, Background information sheet
4. Japanese text on transparency
5. English translation of the text on transparency

Time: One hour or class period

Procedures:

1. Play the anthem on the piano, followed by the teacher singing the anthem with the students following the text on the transparency. The anthem is not difficult and can be learned easily, but it is recommended that the song be taught one day and then the comparisons discussed on the next day.

2. Teach the students the correct pronunciation of the Japanese text. (See page 108, Japanese Pronunciation Tips)

3. Read and discuss the English translation.

4. Explain the history of the anthem.

5. Teach the song by the phrase method.

6. Sing the national anthem of the United States.

7. Discuss the points of similarity and contrast.

TEACHER BACKGROUND INFORMATION

* Japan's national anthem is entitled *Kimigayo,* which means "The Reign of our Emperor." The words are taken from an ancient poem by an unknown author. It is very short, so the same stanza is repeated.

Kimi ga yo wa
Chiyo ni yachiyo ni
Sazareishi no
Iwao to nari te
Koke no musu made.

A poetic translation by B.H. Chamberlain is:

Ten thousand years of happy reign be thine:
Rule on, my lord, till what are pebbles now
By ages united to mighty rocks shall grow
Whose venerable sides the moss dot ‹ line.

Different melodies have been used for this anthem. The first one was composed in 1860 by an Englishman, John William Fenton, who was the first bandmaster of the modern Japanese army. After 1881, a melody was used which was written by a court musician, Hiromori Hayashi. Because this melody was composed for traditional Japanese instruments, it had to be adapted for use with Western instruments and the Western scale. A German bandmaster who succeeded Fenton harmonized the melody to the Gregorian scale which was used in medieval Christian religious music. This gives a religious, stately sound to the anthem.

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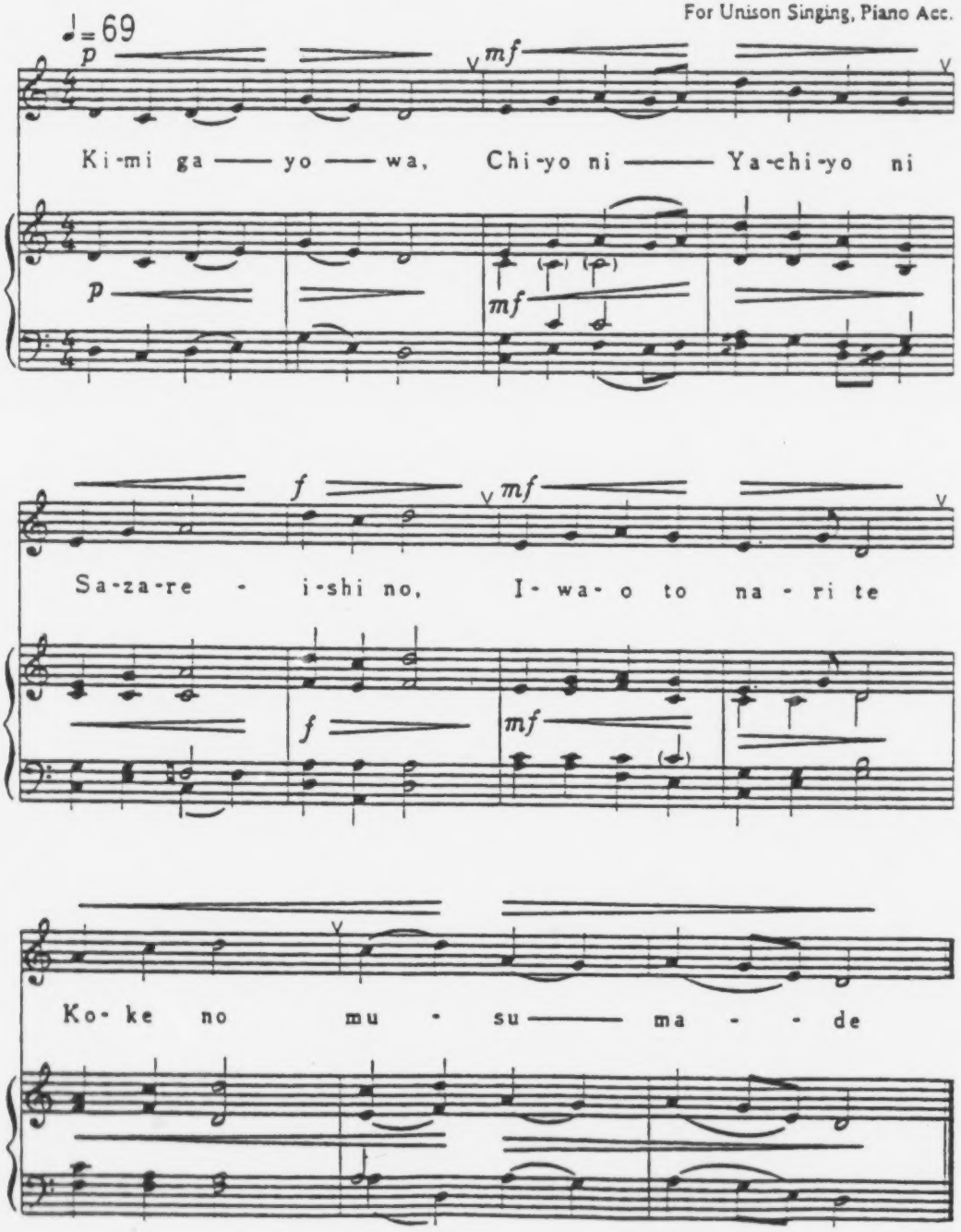
* Source: "The National Flag and Anthem of Japan" in the *Facts about Japan* series of pamphlets. Available free from Consulates General of Japan.

KIMIGAYO

National Anthem of Japan

For Unison Singing, Piano Acc.

Lesson 24

SONGS IN JAPANESE

*James Mockford**

Level: Upper elementary or junior high

Objective: Students will become familiar with the sound of Japanese by singing familiar songs in Japanese.

Materials: 1. Handout 1, Transparency of the words for songs
2. Handout 2, Transparency of the chart of parts of the body

Time: One hour

Procedures:

1. Show students the transparency of the song words. Explain that both songs are commonly taught to Japanese children.

2. Ask students to repeat the words in Japanese. (See page 108, Japanese Pronunciation Tips)

3. Note the words borrowed from English, such as *faito*. Loan words are very common in Japanese.

4. Sing the songs together.

5. As an extension activity, learn the parts of the body from the chart.

---

*We are grateful to James Mockford, former Executive Director of the Japan-America Society of the State of Washington, for permission to include this lesson which he developed.

DO RE MI	**INFORMAL TRANSLATION**
Do wa do, donatsu no do	Do is the do sound of *donatsu* (donuts)
Re wa remon no re	Re is the re sound of *remon* (*remon*=lemon. There is no le sound in Japanese.)
Mi wa minna no mi	Mi is the mi sound of *minna* (*minna*=everyone)
Fa wa faito no fa	Fa is the sound of *faito* (*faito*=fight)
So wa aoi sora	So is the so of *sora* (*aoi*=blue, *sora*=sky)
Ra wa rappa no ra	Ra is the ra from *rappa* (*rappa*=trumpet. There is no la sound in Japanese.)
Shi wa shiawase yo	Shi is the shi from *shiawase* (*shiawase*=happy. There is no ti sound in Japanese.)
Sa utaimashoo	Let's all sing

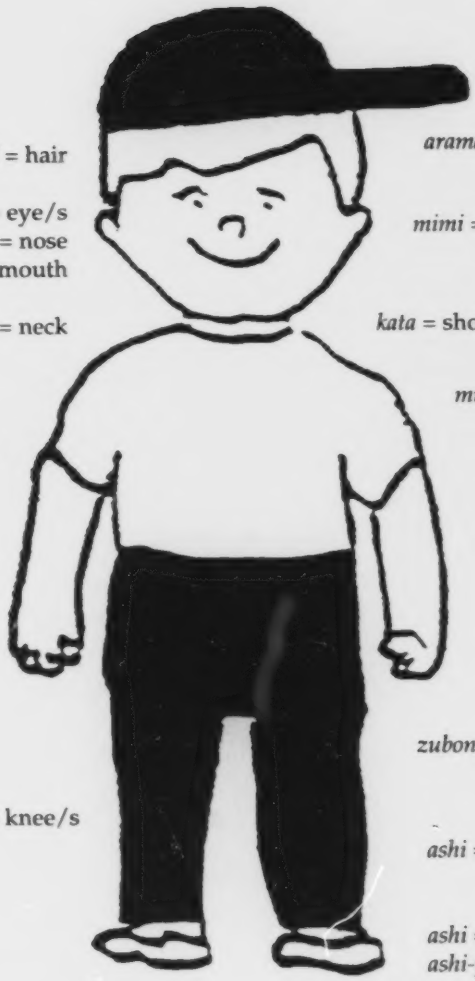
Now continue with the English words to "Do Re Mi"

SHIAWASE NARA TE O TATAKO	**INFORMAL TRANSLATION**
Shiawase nara te o tatako	If you're happy (and you know it) clap your hands. (Remember from Do Re Mi that *shiawase* means happy.)
(Repeat)	(Repeat)
Shiawase nara taido de shimeso yo	If you're happy, then you ought to show it
Sora minna de te o tatako	So everyone, let's clap our hands.
Shiawase nara ashi naraso	If you're happy (and you know it) stomp your feet
(Repeat)	(Repeat)
Shiawase nara taido de shimeso yo	If you're happy, then you ought to show it
Sora minna de ashi naraso	So everyone, let's stamp our feet.

Now continue with the English words to *Shiawase*, inserting nouns found below, if you wish.

Vocabulary
tatako - clap
naraso - stomp
taido de shimeso yo - show your feelings
minna - everyone
te - hands
ashi - feet

SONGS IN JAPANESE



boshi = hat

arama = head

kami = hair

me = eye/s
hana = nose
kuchi = mouth

mimi = ear/s

kubi = neck

kata = shoulders

mune = chest

ude = arm

hiji = elbow

te = hand

yubi = finger/s

zubon = trousers

hiza = knee/s

ashi = leg

ashi = foot
ashi-yubi = toes

karada = body

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Lesson 25

ACTIVITIES BASED ON JAPANESE FOLKTALES

Dan O'Connor

Level: Early elementary

Objectives:
1. To discover some aspects of Japanese culture through folk literature.
2. To recognize that some themes of folktales are universal.
3. To reinforce sequencing skills through *kamishibai*, a storytelling prop.
4. To dramatize a folktale through puppetry.

Materials:
1. Teacher's copy of folktales. These lesson suggestions are based on two widely available stories, "The Dancing Kettle" or "The Magic Teakettle," and "Jewels of the Sea." Sources include: *Japanese Children's Favorite Stories*, edited by Florence Sakade (Charles E. Tuttle, 1958); *Little One Inch and Other Japanese Children's Favorite Stories*, edited by Florence Sakade (Charles E. Tuttle, 1958); and *The Dancing Kettle*, edited by Yoshiko Uchida (Creative Arts Book Co., 1986).

2. For *kamishibai*: 8 or 10 large cards made of poster board, tape, felt tip pens or crayons.

3. For puppets: old socks, buttons, needle and thread; puppet theater made of cardboard with fabric curtains; crayons and construction paper for making a background.

Time: One to three hours

Procedures:

1. Introduce the unit in the following way: "Many stories which you heard as a small child, such as 'Cinderella,' 'Snow White,' and 'Tom Thumb,' have been passed down from parents to their children, from generation to generation for hundreds of years. Stories like these are called folktales. Some of these stories entertain; some illustrate what the people thought was important to pass on to their children; and others tell something about the culture of the people as it was long ago. The folktales you are going to hear will tell you many things about Japan."

2. Introduce *The Dancing Kettle*. "In this story we find a kind Buddhist priest living in a Buddhist temple, who finds himself with a magic dancing teakettle. See if you can guess how this teakettle works magic into the lives of those it touches." If the version of the story you are using has Japanese vocabulary words, review them in advance. *Tatami* are woven rush mats laid over the floor. A *hibachi* is a brazier. A *furoshiki* is a square cloth used to wrap and carry things.

3. Read the story to the class.

4. Create a *kamishibai* with the class members. *Kami* means paper and *shibai* means play. A paper play has the scenes of a story drawn on eight or ten large cards which are placed in order of the events that happen in the story. The story itself is written on the back of the cards so that the person reading or telling the story can hold up the stack of pictures and read the story at the same time. The story for picture one would be written on the back of the last picture, the story of number two would be written on the back of number one, and so on. After reading each scene, the story teller places the picture of it at the back of the stack. The cards are usually made of poster board, but large construction paper or butcher paper may also be used.

5. On another day, introduce "The Jewels of the Sea" in the following way. "This is the story of two talented brothers who live on the island of Honshu in Japan. When the two brothers decide to change talents for a day, some very interesting things happen that make them both regret trying to be what they were not." If Japanese vocabulary is used, explain it in advance. A *magatama* is a curved stone that was worn only by royalty.

6. Tell the story to the students. It reads very well, but tends to hold their attention more when told in storytelling fashion.

7. As a follow-up and evaluation activity, organize a puppet play and have the students re-enact the story. Using old socks, buttons, and fabric scraps, make puppets of the following characters: older brother, younger brother, old man, two beautiful maidens (king's daughters), king of the sea, servant, and red snapper. Make a puppet theater out of cardboard, construction paper, and fabric.

8. After completing your folktale unit, discuss the following questions:
   a. Were any of these folktales like any others you have ever heard?
   b. Do you think these stories really happened? How do you know?
   c. Can you think of any reason why people would tell stories like these?
   d. Which parts of the stories did you like best? Why?
   e. What do the stories tell us about Japan?
   f. Do you think Japan is still like the Japan in these stories?

EXTENSION IDEA

Strategies for using folktales in the classroom are the subject of *Rabbit in the Moon*, available from SPICE. It includes eight Asian folktales and a wide variety of activities.

Kamishibai can be used in many ways in language arts and social studies classes. Kamishibai for Kids sells *kamishibai* with English translations, plus activity suggestions.

Lesson 26

FUKUWARAI

Evon Tanabe

Level: Elementary

Concept: Each member of a group is different and unique, but shares many common characteristics with other members.

Objectives: 1. The student will name characteristics shared with other people.
2. The student will name characteristics which vary from one person to another.

Materials: 1. Pictures of children, preferably of different ethnic backgrounds
2. *Fukuwarai* game, purchased or made in class
3. White construction paper, crayons, scissors, containers or clips to hold completed games
4. Mirrors (optional)

Time: One hour

Procedures:

1. Show students the pictures of children.

2. Ask students to name things that they find that are similar to themselves. List them.

3. Ask students how these similar things are different. Examples: color of eyes, hair, and skin.

4. Describe the game *fukuwarai*, which means happy laugh. *Fukuwarai* is a game played with pieces that look like the face of a round, jolly woman. Her face also appears on masks called *otafuku*, which relate to a character in one of Japan's most ancient myths. *Fukuwarai* is played by Japanese children at New Year's. An outline of a blank face is placed on the floor (See Handout 1). The player is blindfolded, then drops feature(s) on the blank outline to try to create a face that comes as close to reality as possible. This can also be played on a wall like "Pin the Tail on the Donkey."

5. Play the game.

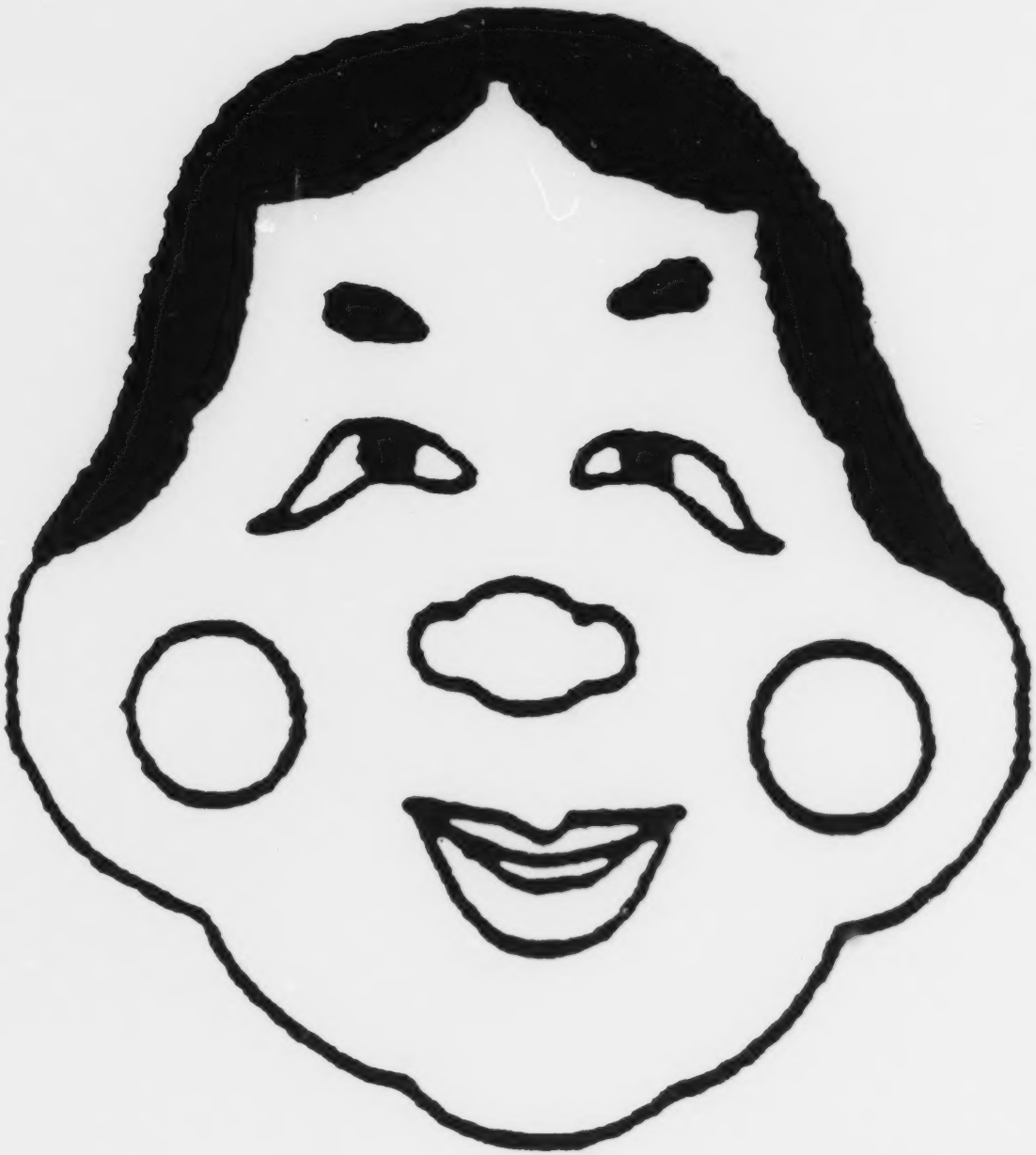
6. Pass out the materials for students to create their own *fukuwarai*. Ask them to try to keep their features as accurate as possible.

7. The completed games can be kept in the classroom for free time.

8. As a variation, mix features from two or more games before playing.

EXTENSION IDEA

Fukuwarai and other seasonal crafts and games are introduced in the *Japanese Activity Sheets* from The Children's Museum-Boston.



Lesson 27

UNDOKAI: JAPANESE GAMES

*James Mockford**

Level: Any

Objective: Students will become familiar with several games played by Japanese students.

Materials: See each game

TEACHER'S NOTES

The *undokai* is a field day or sports day at a Japanese school. October 10 is a national holiday in Japan called "sports day" and schools have an *undokai* at this time, as well as at other times during the year. It is common for businesses to hold sports days also, featuring both serious athletic events and group games.

Because play, games, and sports provide a person-to-person relationship among players, traditional games and sports can reveal cultural traits. In a centrally-directed educational system, the choice of games for an *undokai* also reflects educational policies. In the games given as examples, we can see that group identity is emphasized. The winning group is decided by judging its effort as a whole. There is no way to distinguish individual performance, because the entire group competes together against the other team.

In addition to the games below, an *undokai* may include relay races, a tug of war, three-legged races, and many other games.

Time: One to three hours

Procedures for example 1, *Tama-ire*. *Tama* means ball and *ire* means to put in.

1. Gather materials: 50 or more small sponge balls or tennis balls in two colors; a basketball hoop with a net tied shut at the bottom, or a plastic bucket; a flag pole stand, with the pole about six feet high and the basket or bucket fastened to the top of the pole.

2. Assemble on a playground or in a gymnasium. Divide the players into two teams.

3. Organize the players into two lines, one red and one blue.

4. Explain that the object is to try to get as many of the student team's balls into the basket as possible in a limited time.

5. Start the game by blowing a whistle. Red side players try to throw as many of the red balls into the basket as possible. The blue team tries to throw more blue balls in. The whistle ends the game. The teacher counts the balls to see which side won.

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*We are grateful to James Mockford, former Executive Director of the Japan-America Society of the State of Washington, for permission to include this lesson which he developed.

Procedures for example 2, *Boshi-taoshi. Boshi* means hat and *taoshi* means to knock off.

1. Gather materials. Each player will need a paper baton and a paper cone hat in the colors of one of the two teams.

2. Assemble on a playground or in a gymnasium. Divide the players into two teams.

3. Organize the players into two lines, one for each color team.

4. Explain that the object is for each team to knock more hats off the other team's members than are knocked off their team.

5. Start the game by blowing a whistle. When one's hat is knocked off, he or she must drop the baton and go to the sidelines. After thirty seconds, stop the game by blowing the whistle again. The team with the most hats on at the end of the game wins.

Procedures for example 3, *Mukade Kyoso. Mukade* means centipede and *kyoso* means to compete.

1. Gather long cloth ties.

2. Assemble on a playground or in a gymnasium. Divide the players into two teams.

3. Organize the players into two lines and tie their right legs together, from the front of the line to the back, so that they form a long line, like a many-legged centipede. This is similar to a three-legged race, only more people are involved.

4. Explain that the object is to walk in unison and reach the finish line before the other team.

5. Start the game by blowing a whistle and cheer the teams on to victory.

EXTENSION IDEAS

The Japanese exercises, which you can see in almost any film about Japanese students or workers, are simple to do. Copies of the radio exercises and taped music are available from SPICE at Stanford University. *Cooperation in Japan*, also from SPICE, is based on a Japanese children's book about school preparations for activities on Children's Day and Sports Day.

Lesson 28

GEOGRAPHY OF JAPAN

Adapted from longer units written by
*William Miller, Robert Gauksheim, Kathleen Ross, and Kelly Toy**

Level: Junior high or high school

Objectives:
1. The student will be able to locate Japan and bordering areas as well as the major features of the country.
2. The student will be able to name the major islands, bodies of water, and cities on an outline map.
3. The student will be able to explain how different variables influence the climate of Japan.
4. The student will make comparisons of size, location, and population density between Japan and other countries.

Materials:
1. Maps or atlases available in your school
2. Teacher background information summary
3. Handouts 1 and 2, Student worksheets and outline maps

Time: One to three class periods

Procedures:

1. Introduce the unit by emphasizing that the basic concepts will be
   a. the size of Japan
   b. the location of Japan
   c. the composition of the islands
   d. topography
   e. climate
   f. population

2. Review all vocabulary that has a potential for student misunderstanding, such as demography, topography, climate, typhoon, latitude, and seismology.

3. Hand out worksheets and ask students to work individually or in small groups. Depending on the resources available in your classroom, some questions may require library research. Have the students fill in the maps and worksheets according to the directions on the worksheet.

4. Using the teacher background information, fill in any gaps in the students' answers to the worksheet questions. Hand in worksheets or use them as the basis for a class discussion.

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*We are grateful to Kelly Toy, former Outreach Assistant at the UW East Asia Resource Center, for permission to include parts of a unit she developed.

5. Review the information in the worksheets and then discuss the implications of the facts the students have learned. Go from the who? what? why? questions to analysis, synthesis and evaluation. What are the effects of being an island nation? Is being a nation composed of islands likely to be more or less significant a factor now than it was in the past? How could Japan become so strong economically if it is so short of resources? Would you expect Japan's history to resemble that of another island nation, Great Britain? What would be the ideal birthrate for Japan? Remind the students that these questions can have many different answers.

EXTENSION IDEAS

1. Ask students to write a theme exploring one of the following topics:
   a. Several factors make it difficult for Japan to raise enough food for her population.
   b. The people of Japan have a very crowded environment to live in.
   c. Most of the land in Japan is not used for buildings or farming.
   d. Japan could not export manufactured goods if it could not import raw materials.
   e. Japan would have a problem if the population increased rapidly.
   f. The sea is very important to Japan.
   g. Human resources are important to Japan because it has few natural resources.
   h. Most Japanese need to prepare for warm summers and cool winters.

2. As an introductory activity, provide students with outline maps that do not show cities or political boundaries. Show the class maps which indicate topography, latitudes in relation to Asia and to the United States, and comparative size, such as Japan and California or Japan and the United States. Divide the class into small groups and ask the groups to determine Japan's areas of major population concentration and industrial activity. After 15 minutes, ask each group to show their map and explain why they made the choices they made. Then show them a map of population density and allow them to correct the maps they made.

GEOGRAPHY OF JAPAN

The nation of Japan is a long and narrow island chain situated in the North Pacific Ocean parallel to the easternmost edge of the Asian continent. Spanning a distance of 2,360 miles northeast to southwest (from 45 degrees 33 minutes latitude at its northernmost point to 20 degrees 25 minutes latitude at its southernmost point), the country lies in close proximity to portions of the former Soviet Union, the Democratic People's Republic of Korea (North Korea), the Republic of Korea (South Korea), and the People's Republic of China.

The Japanese islands are separated from the Asian continent by the Sea of Okhotsk in the north and both the Sea of Japan and the East China Sea in the west. The Pacific Ocean lies off the southern and eastern coasts of Japan. The Korean Straits and the Straits of Tsushima separate Japan from the Asian continent by a distance of 124 miles. In the north, the former Soviet Union lies just 186 miles off the coast of Hokkaido, and some smaller islands are disputed territory between the two countries.

Historically, these waters have served as a natural geographic barrier between the Japanese archipelago and Asia. Prior to the modern age, the distance across these waters kept foreign contact to a minimum and prevented any foreign forces from invading Japan. Mongol attempts in the late thirteenth century were turned back by *kamikaze*, divine winds. The American occupation after World War II was the only instance in the nation's history of a formal occupation of the country.

This relative isolation has had a tremendous effect on the nature and direction of Japan's social and cultural development. As a benefit of this geographic isolation, the Japanese have been able to absorb and adapt elements of foreign culture and technology from nearby countries and the West without submitting to foreign political rule. A strong social and cultural identity was forged as a result of this natural isolation, and also as a result of the period of self-imposed isolation from 1630 to 1853. However, this political and economic isolation was not total and some Western influences still entered the country by various means.

Formed by volcanic action, the Japanese islands consist predominantly of numerous crests of mountains arisen from the sea. The distance from coast to coast is generally less than 200 miles. Yet, the mountainous terrain and the numerous swiftly flowing rivers and streams made the distance extremely difficult to travel before modern transportation systems developed. They also limit the land space suitable for agricultural production or human habitation.

One twenty-fifth the size of China, the entire nation of Japan is just slightly smaller than the state of California. Encompassing a total land area of 145,843 square miles, this small nation of over 125 million people has one of the highest population densities in the world, with close to 850 people per square mile.

The four main islands in the Japanese archipelago account for approximately 98% of Japan's total land mass. Hokkaido, the northernmost island, is approximately 32,246 square miles in area; Honshu, the main island, is about 89,194; Shikoku, the smallest of the four, is about 7,258; and Kyushu, the southernmost, encompasses an area of 17,135 square miles.

The four main islands are surrounded by nearly 4,000 smaller islands, many of which are rocky, uninhabited, and barren. The most important island chains are the Okinawa Islands and the Kuriles, parts of which have been disputed territories with the former Soviet Union since World War II.

Three main ocean currents flow by Japan. The Japan Current is a salty warm-water current which flows northward on the southeastern side of Japan. Due to its high salt content, the current's appearance is pur-

ple in color and has earned it the name *Kuroshio* (Black Current). Another warm current, the Tsushima Current, flows northward off the southern coast of Kyushu through the Japan Sea. From the north, the cold Kurile Current flows southward to the east of the Kurile Islands and Hokkaido. The point where the cold Kurile Current meets the warm Japan Current is a bountiful fishing ground.

The capital of Japan is Tokyo. The city has a total population of close to 12 million people. It has been the capital of Japan since 1868, from the beginning of the Meiji Period (1868-1912). From the early 17th century to 1868, Tokyo, then called Edo, had served as the headquarters of the Tokugawa Shogun. The Japanese emperor, who had no direct political power, resided in Kyoto, the official capital of the nation and the cultural center of the country. A few of the other historically significant Japanese cities are: Nara, the capital from 710-783; Kyoto, the capital from 794-1867; and Hiroshima, devastated by an atomic bomb on August 6, 1945. In all, there are 651 cities in Japan, not counting the 23 districts of Tokyo. Most of the Japanese cities are situated on the flat coastal plains or mountain basins of the country. As the population grew, these urban areas encroached upon valuable agricultural lands.

Geographically diverse, the topography of Japan includes rocky coastal areas, flat plains, deep valleys, numerous mountains, and rushing rivers. Seventy-two percent of Japan's land is mountainous. A long backbone chain of mountains stretches along the body of Japan, separating the Pacific side from the Sea of Japan side. There are more than 500 mountains over 2,000 meters high in Japan, and one-tenth of the world's active volcanoes are located there. The highest and most famous mountain in Japan is Mt. Fuji. It stands 3,776 meters (12,388 feet) high. The Japanese refer to this majestic mountain as *Fuji-san*.

Due to the mountainous terrain, the rivers of Japan are generally too swift to use for transportation. However, they do serve as a valuable source of hydroelectric power, one of Japan's few natural sources of energy, and as a source of irrigation water. The longest Japanese river is the Shinano River which is only 229 miles long.

More than 1,500 earthquakes are recorded by seismologists each year in Japan. Of those, only two or three per month are felt by the people. New building construction techniques have enabled the Japanese to build skyscrapers, despite this seismological activity. In the major earthquake which struck the Kobe area in early 1995, both old and new buildings were badly damaged.

The 28% of the total land mass which is not mountainous is relatively flat, yet the fact that many of the nation's major cities are congregated in these lowlands means that flat arable land is precious. The Kanto Plain, on which the city of Tokyo is located, is only 5,000 square miles in area. Because Japan is so mountainous, only about 15% of the total land mass is suited to agricultural production. Sixty-eight percent of the country is covered by forests, yet the terrain makes timber harvest and tree planting difficult. In addition, 60 to 65% of the land with a slope of 15 degrees is cultivated. As a result, the average family farm is less than 3 acres in area and is often located on terraced hillsides or on land reclaimed from the sea. Despite the relative difficulty of agricultural production, farming has been one of the traditional means of livelihood for the Japanese. Importing rice, a staple of the Japanese diet, is an issue surrounded by controversy.

Japan is located primarily in the Northern Temperate Zone. Yet, the country spans 2,360 miles northeast to southwest, and the climate varies between regions. During the winter, the average temperature ranges from about 60 degrees F. in the south to about 22.8 degrees F. in the northern areas. During the summer, the average ranges from about 83 degrees F. in the south to about 68 degrees F. in the north. The climate in Japan is most comparable to the middle belt of the eastern United States and to the countries of central and southern Europe. If Japan were superimposed on the eastern coast of North America, the latitudes would run from Montreal in the north to Jacksonville, Florida in the south. In the west, it would stretch from Vancouver, B.C. to southern California.

GEOGRAPHY OF JAPAN STUDENT WORKSHEET

Name _____

General Directions:

On your outline map, neatly and accurately label the following items. Put the following items on your outline map:

Cities:
- Tokyo
- Yokohama
- Osaka
- Nagoya
- Kyoto
- Sapporo
- Kobe
- Hiroshima

Bodies of Water:
- Sea of Japan
- Pacific Ocean
- Inland Sea
- East China Sea
- Sea of Okhotsk

Mountain:
- Mt. Fuji

Islands:
- Hokkaido
- Honshu
- Kyushu
- Shikoku
- Okinawa
- Kuriles

Countries:
- Japan
- the former Soviet Union
- People's Republic of China
- North Korea
- South Korea

The following hints will make your map easier to understand.

1. Print with small letters.
2. If possible, print the words horizontally.
3. Center names on large area items.
4. For small geographic units such as cities, use a dot and print the name beside the dot.

Size and Comparison

Using an atlas, answer the following questions:

1. Between Japan and the mainland of Asia is found the

_____

2. Name the two countries located nearest to Japan _____ and

_____

3. Name two countries near Japan that are much larger in area than Japan.

_____ and _____

4. How does Japan compare in size with California?

_____

5. How does Mt. Fuji compare in height to the highest mountain in the U.S.?

_____

6. How does Mt. Fuji compare in height to the highest mountain in your state?

_____

Climate

7. What U.S. state lies along the same latitude line as Japan's northern-most island?

_____

8. What U.S. state lies along the same latitude as Japan's southern-most tip?

_____

9. _____ is a large city in the U.S. at approximately the same latitude as Sapporo.

10. The latitude of Japan is similar to the latitude of the east coast of the United States.

True _____ or false _____.

11. Name two other factors besides latitude that influence Japan's climate.

_____ and

_____

12. Average winter temperatures in Japan range from _____ in northern Japan to _____ in southern Japan.

13. Average annual precipitation in Japan is _____

Natural Features

14. Why are there no long or large rivers in Japan?

_____

15. Why does Japan have little arable land?

_____

16. Why is most farmland located near the coasts of Japan?

_____

17. What is the largest island in Japan?

_____

18. Which Japanese city was devastated by a major earthquake in 1995?

_____

19. What two kinds of natural disasters have threatened Japan over the centuries?

_____ and _____

Population

20. What is the population of Japan? _____

21. What is the population density of Japan? _____

22. Which of the four major islands is least densely populated?

_____

23. Where are areas of high population density generally located?

_____

24. What is the birth rate in Japan? _____

25. What percentage of the people live in Japan's urban areas? _____

Agriculture

26. What is the main agricultural crop of Japan? _____

27. Why is fish such a popular source of food in Japan?

_____

Natural Resources

28. What natural resources does Japan possess?

_____

Japan and the Asian Continent: An Outline Map

Japan and the Asian Continent

*Note: Not all items are shown on this answer key.

Lesson 29

WHO? WHAT? WHY? DOES YOUR FAMILY DO THAT?

Elaine Magnusson

Level: Upper elementary or junior high

Objectives:
1. Students will learn that Japanese and Americans have different values concerning behavior, education, and work.
2. Students will clarify their own values regarding these topics.
3. Students will improve their ability to compare and contrast, to work in groups, and to make inferences.

Materials:
1. Handout 1, Values Questionnaire for each student
2. Handout 2, Japanese responses, duplicated and cut out
3. Butcher paper and marking pens

TEACHER'S NOTE: It is important to point out to students that not all Japanese have the same values, just as not all Americans have the same values. The values expressed by an individual will fall somewhere in a continuum representing all the different opinions within that individual's society. The Japanese responses outlined in this unit reflect the dominant Japanese values but will not necessarily reflect those of any one individual.

Time: One to two hours

Procedures:

1. Have students fill in the questionnaires with their personal answers. Do not ask them to put their names on the questionnaires.

2. The teacher will cut the questionnaires into 11 parts and puts all the 1's together, all the 2's together, and so on.

3. Give the answers to 1 of the 11 questions to each of 11 small groups of students. Ask them to tabulate the answers on butcher paper to put up on the board.

4. Have the possible Japanese answers on separate cards. Give one answer to each small group.

5. Ask the group to report to the class. The group's speaker should report the possible Japanese answer, and the American answers. Ask them to compare and contrast. Point out that just as there is diversity in their own answers, there would be diversity in a Japanese classroom.

EXTENSION IDEAS

1. Have children write about the greatest difference between their family and Japanese families.

2. Have children write about one aspect or characteristic of Japanese families that they admire.

3. Make up a play about Japanese family life.

VALUES QUESTIONNAIRE
WHO? WHAT? WHY? DOES YOUR FAMILY DO THAT?

1. Before you started school, what do you think your parents taught you?
   respect others behave yourself compete be independent

2. Do your parents help you with your school work?
   always seldom never

3. If you fail in school, does that cause either of your parents to suffer?
   both of them neither of them if one, which one?

4. Who has had the largest role in raising you?
   mother father both someone else, who?

5. Who has more control over you?
   mother father other you

6. Is there any group to which you would like to belong?
   yes no which one? _____

7. Is it more important to do well for the sake of your family? or
   Should you do well for your own sake?

8. Should you be taught self-discipline?
   yes no If yes, who should teach you? _____

9. Is getting a good education important in your family?
   yes no

10. What does success in life mean to you?
    college earning lots of money being famous getting married

11. When you are old enough to get married, do you want to choose your mate or do you want your parents to choose?
    you parents

JAPANESE RESPONSES

1. Most Japanese parents teach their children to respect teachers, other authority figures, and older people. They are also taught to behave themselves so that they will not shame the family. Two ways to show respect are by bowing low when meeting a person and by adding *-san* to the end of the family name, e.g., *Ishida-san*.

2. Japanese mothers and children "pull together" in completing homework and meeting other challenges. Mothers may be criticized or praised by teachers about their children's school work.

3. Children who fail often cause pain to their mothers who care for and love them. The Japanese mother may use her pain to push the child to try harder in order to achieve. The father suffers too, but is less open about it.

4. The Japanese mother is in charge of all childrearing. Care is taken to arrange the home for the child's care and comfort. Independence is discouraged and obedience is rewarded. If discipline is needed, it generally is mild isolation or threats of shame or outside evils.

5. In Japan, control is developed by the mother through encouraging the children to do their duty. When the children go to school, the teacher provides an extension of that control for the family.

6. The family is generally considered the most important group by the Japanese. School groups may continue to get together and those friendships may continue throughout life. The company for which a person works is considered an extremely important group. The woman shifts her group membership to her new family when she marries. Her closest friends will be her children and other women.

7. Doing well is not just for the individual but is also for family position and honor. In achievement the family is the focus of the individual's efforts to succeed.

8. The Japanese family teaches discipline. There is concern now because most grandparents do not live with the family, and thus cannot provide instruction in strict codes of behavior. Yet the close mother/child relationship continues.

9. Most Japanese families stress education and its importance. By law, every student must attend school through age 14, and very few students drop out of school before completing high school.

10. Success in Japan means a good education and a good job. Those jobs that require a college education are considered really successful and give greater position or status. Most Japanese marry and Japan's divorce rate, while rising, is less than one-third the American rate.

11. In the past, marriages were arranged by parents using go-betweens. Today, the young people of Japan are exercising more free choice of a mate. However, an employer, family friend, or other respected individual often arranges the first meeting with someone considered suitable as a future spouse.

Lesson 30

PERSONAL PREFERENCES AND ETHNOCENTRISM

Susan Gustafson

Level: High school

Objectives: 1. To introduce and analyze the concept of ethnocentrism.
2. To examine one's personal values.
3. To reinforce effective listening and speaking skills.

Materials: Handout 1, Personal Preferences Student Worksheet

Time: One to two class periods

Procedures:

1. Hand out the attached worksheet and read the directions aloud.

2. Allow time for the students to complete this quietly.

3. Read the choices aloud, asking the students to raise their hands for their preferences. They have the option to pass on any of the questions.

4. Discuss the following questions:
   a. Why did most of us in this class prefer the same things?
   b. What is the difference between a personal preference and ethnocentrism? (Ethnocentrism is defined as the tendency for people to feel that their culture, religion, race, or nation is superior, and to judge others by one's own frame of reference.)
   c. Is any one of these choices really better than another? The teacher should accept the variety of responses and attempt to zero in on the second choices as being more Japanese in nature. Be sure to point out that not all Japanese nor all Americans will have the same preferences.
   d. Why might there be a variety of preferences even within one culture? Explain that all people are individuals, and that their personal preferences will fall somewhere along a continuum, not all at one extreme.
   e. Does ethnocentrism help or hinder communication between people?
   f. Should ethnocentrism be discouraged? Why or why not? If so, how?

EXTENSION IDEA

Japan Meets the West is an excellent teaching unit from SPICE, which uses Japanese works of art about foreigners to explore the concept of ethnocentrism and Japan's early contacts with other nations.

PERSONAL PREFERENCES STUDENT WORKSHEET

Directions: Quietly, without discussion, place a check by the lifestyle or belief that you prefer.

1. To eat	MEAT	FISH
2. To seek	FULFILLMENT FOR YOURSELF	HARMONY & RESPECT WITHIN YOUR COMMUNITY
3. To believe in	ONE RELIGION	MORE THAN ONE RELIGION
4. To eat with	SILVERWARE	CHOPSTICKS
5. To make group decisions by	VOTING	CONSENSUS
6. To live in a country that is more	HETEROGENEOUS	HOMOGENEOUS
7. To live in a country that is more	INDIVIDUAL-ORIENTED	FAMILY-ORIENTED
8. To prefer	POTATOES	RICE
9. To have gender roles more	LOOSELY DEFINED	CLEARLY DEFINED
10. To have school classes emphasize studying	ONE'S OWN LANGUAGE AND COUNTRY	OTHER COUNTRIES' LANGUAGES IN ADDITION TO ONE'S OWN
11. To have those who commit crimes	PUT IN PRISON	SHAMED BY COMMUNITY BUT POSSIBLY NOT IMPRISONED
12. To be paid for your job according to	YOUR SKILL ONLY	YOUR SKILL, AGE, POSSIBLY NUMBER OF CHILDREN

Lesson 31

WHAT'S IN A NAME?

Elaine Magnusson

Level: Elementary

Objectives:
1. Students will learn several Japanese customs regarding names.
2. Students will practice listening and taking notes, interpreting data, and drawing conclusions.
3. Students will increase their sense of self-worth by creating their own *hanko*.

Materials:
1. Handout 1, What's In a Name
2. Handout 2, *Hanko* worksheet
3. Materials for making *hanko*: styrofoam meat trays, printing ink, paper on which to stamp the *hanko*.

Time: Parts of 2 to 3 days

Day one:

1. Have students complete the American column of "What's In a Name" Student Worksheet with personal answers.

2. The teacher explains that people in any culture have patterns they follow when giving names to their children. While the teacher gives the information for the Japanese column of the worksheet, the students fill in that column.

3. The teacher and students discuss possible meanings and implications of the differences in customs.

Day two:

1. The teacher explains that today they will learn to sign names like the Japanese do. Distribute the *hanko* worksheet. Explain that these are examples of official seals. Documents are not official unless they are stamped with one of these seals. The seal can be made of wood, soapstone, or plastic and no two are exactly alike. In Japan, names are written with *kanji*, characters which were originally derived from Chinese language. A *hanko* often uses an ancient form of the characters.

2. Have children experiment with designs for their names in empty spaces on the worksheet. Suggest initials, fancy scripts, or pictographs.

3. When they have designs that please them, the designs can be pressed into squares of styrofoam with a pencil and used to stamp "names." Remind the children that the image will be reversed when it is printed.

WHAT'S IN A NAME? STUDENT WORKSHEET

Name _____

	American	Japanese	Possible Meaning
1. Which name do you write first?			
2. Can you tell who is oldest in a family by his or her name?			
3. Are children named after someone?			
4. Do given names mean something? (love, strength, etc.)			
5. Does a name tell you if a person is male or female?			

LESSON 31

WHAT'S IN A NAME? STUDENT WORKSHEET

Name: ANSWER KEY

	American	Japanese	Possible Meaning
1. Which name do you write first?	GIVEN	FAMILY	Family more important than individual in Japan. Strong sense of continuity of family including ancestors.
2. Can you tell who is oldest in a family by his or her name?	NO	Often yes for sons; no for daughters. In the past, the first boy was given a name based on ichi (one), like *Ichi*ro or Ken*ichi*. Boys' names are changing now that families have fewer children.	
3. Are children named after someone?	Sometimes—a respected relative, an ancestor, or a famous person.	Almost never.	Americans hope the child will be like that person; name honors that person.
4. Do given names mean something? (love, strength, etc.)	Yes, but many people don't know original meanings any more.	Name carefully chosen to represent desired traits, such as *Michiko* (f) = beautiful wisdom child. *Isao* (m) = brave man. *Mayumi* (f)=true, good, and beautiful.	Japanese believe the name plays an important role in what the child becomes.
5. Does a name tell you if a person is male or female?	Usually.	Almost always, because of characteristics chosen and because of masculine or feminine prefixes and suffixes, such as Yo*ko* or Jun*ko* for girls.	Japanese have different expectations for boys and girls. Female names stress quiet, feminine characteristics; males are strong, bold.

Spelling note: Because different *kanji* (characters derived from Chinese) may have the same pronunciation, names that sound the same may have different meanings. For example, *Keiko* can mean either blessed or happy child, depending on the first character with which it is written.

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WHAT'S IN A NAME? STUDENT WORKSHEET

Name _____

HANKO

Lesson 32

JAPANESE WOMEN - E.S.L. STYLE

Barbara Carter

Level: This lesson is intended for a group of secondary-level English-as-a-Second-Language (ESL) students who may have needs that are different from mainstream high school students. Many of the ESL students come from backgrounds where it is foreign to express personal opinions and comfortable to learn by rote memorization. Some of the female students are married. Many are exploring new values and handling major changes in their lives.

Objectives:
1. The students will be responsible for the reading on their own instead of being spoon-fed the information.
2. The students will learn to form an opinion and the accompanying supporting statements.
3. The students will examine similarities and differences between two types of Japanese women. As an extension, they will be able to compare and contrast.
4. The students will practice speaking in groups.

Time: Two to three class periods

Materials: Handout 1, "Ideal Women in Samurai Times" and "Kuroyanagi Tetsuko"
Handout 2, Discussion Worksheet

Procedures:

Day one:

1. The teacher will model forming and expressing an opinion. "I think _____, because _____."

2. Students will form groups of four to practice forming and expressing an opinion. Sample topics could vary.

3. The students will then take the reading home, with the knowledge that they will form an opinion at the next session.

Day two:

1. The reading is completed and the boldfaced vocabulary is reviewed.

2. Small groups of four will answer the questions on the study sheet. Each member is in charge of one question, with contributions from other members accepted.

3. Time will be provided for the individuals to compile and edit all the answers.

Day three:

1. Reporting to the class. Each student reads or talks about his or her own answer.

2. Debriefing as a whole group. "When we have this kind of lesson again, what useful things will we remember to do?" "What won't we do?"

S1

EXTENSION IDEAS

1. *The Story of Noriko* is a videotape from the series *Faces of Japan*. In it, Noriko is making decisions about her career and possible marriage. It is effective in stimulating discussions about the choices Japanese women face.

2. *Women in Japan* is a useful set of materials distributed by the Upper Midwest Women's History Center, which also publishes materials about women in other countries.

3. *Introduction to Japan: A Workbook* by Linda S. Wojtan (Youth for Understanding, 1995) includes background information and student activities about women in Japan.

IDEAL WOMEN IN SAMURAI TIMES

During class, we will discuss the role of Japanese women. What will happen to them in the future? What is happening to them now? What kind of life did they have through history? There is a lot of information about Japanese women, so you must read some of it at home. This paper will tell you about the responsibilities and life of *samurai* women.

Women from the *samurai* group or class of people studied about how to be a good wife before they were married. They studied from a book called *Onna Daigaku* (*Great Learning for Women*). A man named Kaibara wrote this book in the 1600s. It described the ideal woman as he and many others thought she should be.

Women who were not from the *samurai* class also studied from this book. A few of these other women studied in the temple schools. Most women could not read and maybe they were luckier. Perhaps the illiterate woman did not know all the rules to follow because she couldn't read them! Either way, people expected women to follow certain rules, and women tried to be like the ideal woman.

Sanju is the Japanese name of the most important rule from the *Onna Daigaku*. It had three parts:

1. A woman must follow the directions of her parents when she is young.
2. A woman must show submission to her husband when she is married.
3. A woman must submit to her adult male children when she is widowed or old.

The *sanju* rule came from the Chinese. It came from Chinese Confucian belief.

Here is some more information from the *Onna Daigaku*: A woman has no particular lord. She must look to her husband as her lord. She must serve him with all **worship** and **reverence**. The great life-long duty of a woman is **obedience**. A woman must be **courteous**, **humble**, never **rude**, never **arrogant**. In the morning, she must rise early, and at night she must go late to rest.

It doesn't matter how many servants a woman has. She still must **attend** to everything herself. She must sew the clothes of her father-in-law and her mother-in-law. She must cook the food. A woman must fold her husband's clothes, raise his children, wash what is dirty, always be in her house, and never go places.

Here are the five worst things about women from the *Onna Daigaku*:

1. They are **indocile** because they are not calm and peaceful.
2. They are **discontented** because they are not happy.
3. They **slander** other people. They say bad things about other people.
4. They are **jealous**.
5. They are **silly**.

These are the five reasons the author thought men were superior to women and the women were **inferior**. The men were first and the women were beneath them. This was the school lesson taught to Japanese women. People believed a man was connected to heaven and a woman was connected to earth. Long ago, the baby girls were put on the floor of the house after they were born. They had to stay on the floor for three days. This would make the connection of the woman to the earth. If a woman had a good connection to the earth, she would have a peaceful and successful house. Her family would be together for a long time and the members of the family would be happy. Women believed that they were connected to the earth.

The life of a *samurai* man was not easy. Perhaps the samurai man had too many **obligations**. Perhaps he had too much **self-discipline**. The *samurai* man also had rules to follow. Perhaps the *samurai* man felt

anger inside. However, he was not allowed to show it openly. Instead he took it out on his wife. After many years the wife would become a mother-in-law. Perhaps this woman once was kind but later became unkind to her new daughter-in-law! This way of life went on from generation to generation until modern times.

KUROYANAGI TETSUKO - A MODERN, SUCCESSFUL WOMAN

One year, Kuroyanagi Tetsuko made more money than any other actor or actress in Japan. (Kuroyanagi is her family name and Tetsuko is her own name.) One of her television shows was number one for five years. Tetsuko also wrote a book called **Totto-Chan, the Little Girl at the Window**. This book sold millions of copies in Japan and other countries. Many modern Japanese women admire Tetsuko. Today, Tetsuko is not married. She wears bright clothes like younger women wear. In her popular shows, she "talks softly" through the television but she talks about important information.

When Tetsuko was a little girl, she did not go to a public elementary school. She started going to a public school, but she didn't stay there. Tetsuko asked too many questions and the teachers didn't like them. She sometimes didn't follow directions, but she was not rude or angry. The teachers made her leave her first school. In her next school, many things were different. Her small class was in an old railroad car. Sometimes the children had school outside. They walked to places that were far away and they learned about nature. Every day Tetsuko loved going to her special school and every night she hated to return home.

When Tetsuko graduated from high school, her parents wanted her to marry. Instead, Tetsuko applied for an acting job. She became a hostess for a game show. She was also a maid in a Japanese soap opera. She left Japan and visited New York to learn English and to learn acting. When she returned to Japan, she became the star of her own show. The show has been a success for many years.

Now Tetsuko is never home. She is very busy because of her television shows. She interviews politicians and leaders. They discuss music, movies, and everyday things. They also talk about serious topics such as women who have been abused and countries that have had wars. Tetsuko is very popular for many reasons. She can laugh and make people feel comfortable on television. She also works as a volunteer for many causes. Many Japanese women admire her, even though their lives and her life may be very different from each other.

DISCUSSION WORKSHEET

Here are some questions to talk about:

1. How were the *samurai* women different from Tetsuko Kuroyanagi? How many differences can you remember?

2. Think about your first country. What was your grandmother like? Was your grandmother more similar to the *samurai* women or to Kuroyanagi Tetsuko?

3. Do you do different things in America than you did in your first country?

4. Let's pretend that Tetsuko married after she graduated from high school. How do you think her life would be different? Do you think most Japanese women have lives like Tetsuko's?

5. Tetsuko Kuroyanagi has been popular for a long time. Do you think young Japanese women would admire her as much as their mothers did?

Remember that you will give your **opinion** and then you will tell your reasons **why**.

Lesson 33

TATAMI AND JAPANESE HOMES

Mary Hammond Bernson

Level: Upper elementary or junior high

Objectives:
1. Students will become acquainted with the basic spatial unit of Japanese homes.
2. Students will compare Japanese preferences in the purchase of household appliances and furniture with their own.
3. Students will explore some of the implications of limited residential space.

Materials:
1. Handout 1, Student Reading and Handout 2, Chart of appliance ownership
2. Butcher paper or masking tape

Time: One to three hours

Procedures:

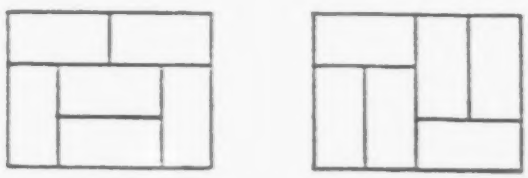
1. Explain to the class that the average Japanese house or apartment is much smaller than its American counterpart. There are many reasons for this.

   a. Japan's overall population density is 12 times as high as that of the United States. Since much of Japan is not suitable for building cities, urban population density is extremely high.
   b. Most of Japan's people live in cities, where land is very expensive. The percentage of people who live in urban areas is 77 percent in Japan, very similar to the 76 percent in the United States.
   c. Energy costs for building or maintaining homes are very high. Japan must import 84 percent of its energy, compared with 14 percent for the United States.
   d. Cultural and historical factors affect people's housing choices. People may have limited options or may prefer to spend their money in other ways.

2. Ask students to read Handout 1, "*Tatami* and Japanese Homes" or read it aloud to them.

3. Ask them to identify which characteristics of Japanese homes, either apartments or houses, are the same as in the United States, and which characteristics are different. Point out that both countries have a wide variety of housing.

4. Create a 6-mat room in the classroom. This is the most common size room, although many homes may have larger rooms. Create the room by marking the space on the floor with masking tape or by arranging six 6-foot lengths of 3-foot wide butcher paper. Two common arrangements are:



a. Using tape or markers on the paper, outline a table in the middle of the "room."
b. A traditional arrangement would be a low table with no chairs.

5. Ask small groups of students to sit in the "room." Discuss questions such as:
   a. How big can the table be?
   b. Where can they put their legs? If they were guests, it would not be polite to stick them straight forward. The most polite option is to sit on their feet until the host invites them to relax. Then boys may cross their legs and girls may either sit on their feet or sit with both feet out to one side.
   c. How many people can fit in the room Japanese style?
   d. How many people can fit in the room American style, with standard furniture?
   e. Where would they put appliances or furniture?
   f. How would two families' activities differ if one spent its evenings in a room of this size and the other spent its evenings in a larger room or several separate rooms?
   g. Most Japanese households now have electronic equipment, such as VCRs, CD-ROM players, and computers. How might this affect family interactions?

6. Brainstorm as a group what qualities they would look for in furniture to use in small rooms. Possible characteristics include small size, pleasing appearance, and multi-purpose use. The group can identify solutions to space shortages in their own homes, such as the use of bunk beds or shelving which reaches to the ceiling.

7. Using an overhead projector or handouts, ask students to read the chart.

8. Ask the groups whether their choices about appliances and furniture would be the same as those reflected in the chart they read. Why or why not?

9. Because energy is very expensive and central heating is rare, many Japanese homes have *kotatsu* (low tables with heaters underneath them). If the students and their families spent their evenings gathered around the *kotatsu*, how would their activities differ from what they do now?

10. Conclude this lesson by asking students to write three facts about Japanese homes and three opinions or feelings about what they learned.

EXTENSION IDEAS

1. Ask students to find examples of Japanese design in magazines or books.

2. Show the students films or videotapes which include scenes inside modern Japanese homes. A good example is the series entitled *Videoletters from Japan* from the Asia Society. Identify solutions to space shortages, such as multi-purpose furniture or simply piling possessions higher and higher.

3. Research traditional Japanese furniture designs. Possibilities include a *futon*, which serves as a bed; a *tansu*, a storage chest; a *kotatsu*, a low table with a heater underneath it; and a *hibachi*, a Japanese grill used for heat or for heating water for tea. A *tokonoma* is an alcove which is used to display flowers or art objects.

4. Research comparative statistics for households in the United States and one other country and make charts or graphs of the information about Japan and the other two countries.

Tatami and Japanese Homes

STUDENT READING

Tatami are mats used to cover the floors in a traditional Japanese home. They are made of two inches of thick straw padding which is covered with a mat woven from reeds. The padding and mat are sewn together at the edges with cloth strips. The *tatami* are about six feet by three feet in size and form a smooth, greenish-gold surface for the floors.

The custom of using *tatami* is over a thousand years old. Originally they were used as a place to sleep. Eventually they were arranged to completely cover the floors, in the same way that some Americans use wall-to-wall carpeting. Each room in a traditional Japanese house was designed to contain a certain number of *tatami*. Common sizes were 4 1/2-mat rooms and 6-mat rooms.

People were expected to take their shoes off before stepping on the *tatami*. It is still the custom to leave your shoes at the front door when entering a Japanese home.

Old Japanese houses did not have much furniture. People sat directly on the *tatami*-covered floor. A low table was used for eating and other purposes, and then put away at bedtime. The same room was then used as a bedroom. Soft mattresses and quilts were stored in cupboards or chests during the daytime and spread out at night.

Traditional Japanese houses were simple and often very beautiful. The colors were the natural colors of wood, reeds, and plaster. A corner of a room was often set aside as a place to display a piece of artwork or a flower arrangement. People around the world have copied some features of Japanese house design, such as the alcoves for displaying art.

Nowadays in Japan, houses that have *tatami* and just a few pieces of furniture are becoming rare. More and more people live in city apartments or in houses that are very international in style. Still, traditional house design can be found in inns, rural areas, designer homes like those shown in magazines, or in special places such as small houses used during tea ceremonies.

Many people choose to have a combination of *tatami* rooms and other rooms in their houses or apartments. More than 90 percent of modern apartments have one *tatami* room.

The size of the *tatami* continues to be used as a unit of measurement even when a room does not actually have any *tatami* on the floor. Newspapers often carry ads for "one 4 1/2-mat room, one 6-mat room, and a combination dining area and kitchen." That ad tells the room sizes in an apartment, but not whether the apartment actually contains any *tatami*.

Think about the furniture and appliances a Japanese family might buy to furnish that apartment.

TATAMI AND JAPANESE HOMES
CHART OF APPLIANCE AND FURNITURE OWNERSHIP

The chart shows the kinds of appliances and furniture now found in modern Japanese homes. A family's possessions must fit into house and apartment sizes which average about 900 square feet per family. Homes are larger in rural areas than in cities, but the overall Japanese average is smaller than the average in the United States.

The following percentage of Japanese households owned each item in 1993:

Color television	99+%
Washing machine	99+%
Microwave oven	81%
Refrigerator	99%
Stereo	61%
CD Player	54%
Videocassette recorder	75%
Living room set*	38%
Bed*	50%
Piano*	23%
Dining Table and Chairs**	69%

Japanese homes generally do not have conventional ovens, central heating, dishwashers, or clothes dryers.

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* - 1992

** - 1990

Sources: *Japan 1995: An International Comparison*, edited by Kokichi Morimoto (Keizai Koho Center, 1995) and *Japan Almanac 1994* (Asahi Shinbun).

Lesson 34

CULTURAL LAGS AND ACCELERATORS

Susan Gustafson

"Change is occurring so rapidly that there is no time to react; instead we must anticipate the future." — John Naisbitt in *Megatrends* (Warner Books, 1988)

Level: Secondary

Objectives:
1. To identify the factors that accelerate or lag change.
2. To analyze the nature of change in three countries.
3. To develop logical assumptions.
4. To affirm one's personal values.
5. To reinforce effective listening and speaking skills.

Materials: Handout 1, Fact Sheet about Three Countries

TEACHERS' NOTE
This activity has four phases: developing a mind set about the nature of change and progress, homework, small group work, and then class discussion.

Time: Two class periods

Procedures:

1. Ask the students to speculate on why some countries have developed to a greater extent than others in the world today. What does it mean for a country "to progress"? Do all people value "progress"?

2. Tell them that they will be engaging in an exercise on thinking about change and that in the end they should understand some reasons for the diversity among nations: past, present, and future. Explain that the countries have been given fictitious names to enable the class to avoid stereotypes about them. Some measurements are in kilometers, since few countries use miles or square miles as units of measurement.

3. Hand out the fact sheet on the fictitious countries of Songa, Juna and Momba. Say, "Using the fact sheet, answer the following in short sentences."
   a. Identify some traits that might keep each country from "progressing." Explain.
   b. What assumptions can you make about the livelihoods of the people in each of these fictitious countries?
   c. Which country would you like to live in and why?

4. Divide the class into groups of five. Explain, "Before I collect your assignments I'd like you, in your groups, to try to figure out which country will change the fastest and why." As the students discuss this question, the teacher checks the groups, reinforcing such things as occasional paraphrasing and one person talking at a time.

5. Gather the class back together and go through the following steps:
   a. Have one spokesperson from each group share the group's answer to the question posed. Ask, "Are there other factors not listed on the fact sheet that would be helpful to know in assessing the rate of change?" Examples: the state of the country currently; the defense budget; the level of industrialization; leadership; the number of people with a college education; or experience as a colony.

b. Introduce the concepts of cultural lags and cultural accelerators by using students' examples. Lags, for example, might be non-productive land, population that cannot be supported, or barriers to the exchange of ideas or the development of new ideas.
c. Ask the students to speculate about the countries' true identities. Reveal that Songa is Japan, Juna is Brazil, and Momba is the United States.
d. Ask the students individually to share with the class the aspects which they liked about these countries.
e. Point out that no one of these variables determines a country's future. If that were true, no resource-poor country like Japan would ever become wealthy.
f. Collect written materials.

EXTENSION IDEAS

These statistics are examples of the current data which is now widely available from electronic sources. Students can learn more about these countries or find parallel information about any other country from the reference source used here, *The World Factbook, 1994*. It is produced annually by the Central Intelligence Agency for the use of U. S. government officials. It is available in print and an array of other formats. Contact the Office of Publications and Agency Information, Central Intelligence Agency, Washington, DC 20505; telephone (703) 351-2053. It can be accessed at no charge on the Internet at the CIA's World Wide Web site: http://www.ic.gov .

Teacher References:

Megatrends by John Naisbitt, Warner Books, 1982.
The World Factbook, 1994, Central Intelligence Agency, 1994.

FACT SHEET ABOUT THREE COUNTRIES

CHARACTERISTICS	SONGA	JUNA	MOMBA
Population	125 million	159 million	261 million
Area in Square KM	377,835	8,511,965	9,732,610
Literacy (official est.)	99%	81%	97%
Natural Resources	negligible/minerals, fish	extensive minerals	rich in most resources
Climate	range tropical to cool, temperate	mostly tropical	mostly temperate
Land	mostly rugged and mountainous	mostly flat to rolling lowlands	vast central plain, also mountains and hills
Arable Land	13%	7%	20%
Birth Rate per 1,000	10.5	21.5	15.2
Life Expectancy	79 (76 m. 82 f.)	62 (57 m. 67 f.)	76 (73 m. 79 f.)
Language	one spoken nowhere else	one spoken by some other countries, plus other languages	one which is dominant in the world, plus other languages
Railroad Track in KM	27,327	30,133	240,000

Lesson 35

STATISTICS ON TRADE WITH JAPAN

Carol Rose and Mary Hammond Bernson

Level: Junior high or high school

Objectives:
1. Students will practice making graphs from statistical information.
2. Students will compare international trade statistics from their own state and from Washington State.

Materials: Handouts 1 and 2, Charts about Washington state trade. All data is from the 1994 *Washington State Trade Picture*, produced by the Washington Council on International Trade.

Time: One class period (plus time for library research)

Procedures:

1. Introduce the lesson by asking the class questions, such as:
   a. What nation do you think is your state's major trading partner? Why?
   b. What do you think are your state's principal exports?
   c. Would you expect that your state, Washington state, and the United States would all have the same major trading partner? Why or why not?

2. Show students copies of the Washington data on transparencies.

3. Ask them to create graphs from the information on the charts.

4. After completing the graphs, ask them to form generalizations about the statistical information. For example: "Raw materials are important Washington exports." "Japan is Washington's major trading partner."

5. Ask students to do library research comparing Washington trade statistics with those of your state and the United States as a whole. Have them make comparative charts or graphs with the data. Draw their attention to areas where a state's interests might conflict or coincide with those of the nation as a whole. Point out that American two-way trade across the Pacific exceeded our two-way trade across the Atlantic in 1978, and the gap has been expanding since.

EXTENSION IDEAS

1. Research the question of where imported goods go after they enter your state. Do they stay in the state? If not, how are they transported elsewhere?

2. Choose one issue about which Congress has passed trade legislation, and research the impact of that legislation on Washington and on one other state.

3. Investigate what Japan's major imports and exports are. From the Japanese perspective, is your state a significant trading partner?

4. Read and discuss the trade section in *Introduction to Japan: A Workbook*, written by Linda Wojtan, Youth for Understanding (YFU, 1995).

WASHINGTON'S TOP TRADING PARTNERS: 1993

(Millions of Dollars)

Country	Exports	Imports	Total
Japan	$8,235	$20,960	$29,195
Canada	$6,567	$ 5,704	$12,274
Taiwan	$2,605	$ 4,934	$ 7,539
China	$2,584	$ 4,894	$ 7,478
Korea	$3,085	$ 3,335	$ 6,420
European Union	$4,599	$ 1,814	$ 6,413
Hong Kong	$1,272	$ 1,805	$ 3,077
Malaysia	$1,639	$ 622	$ 2,261
Singapore	$1,398	$ 814	$ 2,212

Note: These figures include goods that pass through Washington ports on their way to final destinations in other countries or elsewhere in the U.S.

WASHINGTON'S TOP IMPORTS: 1994

(Millions of Dollars)

1.	Motor Vehicle Parts	$2,990.80
2.	Motor Vehicles	$1,947.20
3.	Reaction Engines	$1,396.50
4.	Sawlogs	$1,305.30
5.	Airplane Engines	$ 894.90
6.	Data Processing Equipment	$ 824.30
7.	Sound Recording Equipment	$ 760.70
8.	Sweaters	$ 714.80
9.	Games	$ 703.10
10.	Children's Toys	$ 702.10
	Other	$33,991.40
	TOTAL IMPORTS	$46,321.60

WASHINGTON'S TOP EXPORTS: 1994

(Millions of Dollars)

1.	Airplanes	$13,294.70
2.	Forest Products	$ 3,222.70
3.	Wheat	$ 919.40
4.	Cigarettes	$ 767.90
5.	Seafood	$ 683.10
6.	Motor Vehicles	$ 569.30
7.	Aircraft Parts	$ 534.50
8.	Animal Hides	$ 464.90
9.	Motor Vehicle Parts	$ 419.60
10.	Corn	$ 403.60
	Other	$14,146.80
	TOTAL EXPORTS	$35,141.00

Lesson 36

ARTICLE 9 OF THE JAPANESE CONSTITUTION

Susan Gustafson

Level: Secondary

Objectives: 1. Students will examine the historical background of Article 9.
2. Students will evaluate the effects of Article 9.

Materials: Handout 1, Excerpts from the Japanese Constitution

Time: One to two class periods

Procedures:

1. Read the article with the class and discuss its meaning.

2. Review the historical background of Japan's constitution. During the American occupation of Japan after World War II, the Japanese were unable or unwilling to complete a new constitution which satisfied General Douglas MacArthur. He ordered his staff to draft a new constitution, which they did in less than a week, and then translated it into Japanese. With only minor changes, the constitution was accepted by the Japanese government and went into effect on May 3, 1947. It is still the basis of the Japanese government. Major provisions include the establishment of a parliamentary government similar to the British system, an expanded list of rights, a statement that the emperor was merely the symbol of the unity of the nation, and Article 9. The Japanese Constitution contains a total of 103 Articles and has never been amended.

3. Discuss the possible reasons for inserting Article 9 in the constitution.

4. Assign students to take a position either defending or opposing the following statement: "It is not realistic for Japan to adhere to Article 9 today."

5. Ask them to argue their position in a panel discussion or small group format.

6. Possible follow-up activities:
   a. Research the current American position on this question. The American government has been pressuring Japan to increase its defense spending.
   b. Study the history, size, and use of Japan's Self-Defense Force. Do students believe it violates the Japanese constitution?
   c. Search periodicals published during the Persian Gulf War. What was Japan's role? Why was it so controversial?
   d. Participation in U.N. peace-keeping operations is very controversial in Japan. Investigate why many Japanese citizens oppose Japan's involvement in PKOs.
   e. Explore these issues in greater depth by using *The Constitution and Individual Rights in Japan* by Lynn Parisi (ERIC, 1993).

THE CONSTITUTION OF JAPAN

STUDENT READING

We, the Japanese people, acting through our duly elected representatives in the National Diet, determined that we shall secure for ourselves and our posterity the fruits of peaceful cooperation with all nations and the blessings of liberty throughout this land, and resolved that never again shall we be visited with the horrors of war through the action of government, do proclaim that sovereign power resides with the people and do firmly establish this Constitution. Government is a sacred trust of the people, the authority for which is derived from the people, the powers of which are exercised by the representatives of the people, and the benefits of which are enjoyed by the people. This is a universal principle of mankind upon which this Constitution is founded. We reject and revoke all constitutions, laws, ordinances and rescripts in conflict herewith.

We, the Japanese people, desire peace for all time and are deeply conscious of the high ideals controlling human relationships, and we have determined to preserve our security and existence, trusting in the justice and faith of the peace-loving peoples of the world. We desire to occupy an honored place in an international society striving for the preservation of peace, and the banishment of tyranny and slavery, oppression and intolerance for all time from the earth. We recognize that all peoples of the world have the right to live in peace, free from fear and want.

We believe that no nation is responsible to itself alone, but that laws of political morality are universal; and that obedience to such laws is incumbent upon all nations who would sustain their own sovereignty and justify their sovereign relationship with other nations.

We, the Japanese people, pledge our national honor to accomplish these high ideals and purposes with all our resources.

CHAPTER I. THE EMPEROR

ARTICLE 1. The Emperor shall be the symbol of the State and of the unity of the people, deriving his position from the will of the people with whom resides sovereign power.

ARTICLE 2. The Imperial Throne shall be dynastic and succeeded to in accordance with the Imperial House Law passed by the Diet.

ARTICLE 3. The advice and approval of the Cabinet shall be required for all acts of the Emperor in matters of state, and the Cabinet shall be responsible therefor.

ARTICLE 4. The Emperor shall perform only such acts in matters of state as are provided for in this Constitution and he shall not have powers related to government.

[Articles 5 through 8 omitted here]

CHAPTER II. RENUNCIATION OF WAR

ARTICLE 9. Aspiring sincerely to an international peace based on justice and order, the Japanese people forever renounce war as a sovereign right of the nation and the threat or use of force as means of settling international disputes.

In order to accomplish the aim of the preceding paragraph, land, sea, and air forces, as well as other war potential, will never be maintained. The right of belligerency of the state will not be recognized.

Lesson 37

EDUCATION IN JAPAN

Connie Hokanson

Level: Upper elementary or junior high

Objectives:
1. The student will gain knowledge about the educational system in Japan.
2. The student will compare and contrast it to the system in the U.S.
3. The students will develop listening and recall skills.

Materials:
1. Handout 1, Education in Japan
2. Handout 2, Comparison Chart of Japanese and U.S. Education

Time: One to two hours

Procedures:

1. Read the description of Japanese educational system to the students.

2. Ask them to complete the comparison chart.

3. Discuss completed charts.

4. Use answers from the charts as a basis for debating the merits of the two systems.

EXTENSION IDEAS

An excellent introduction to the Japanese educational system is contained in *Introduction to Japan: A Workbook* by Linda Wojtan (Youth for Understanding, 1995). It includes useful charts and articles. *Tune in Japan* (Asia Society, 1995) shows contemporary elementary and junior high life in the video portion and is supported by well-designed lesson plans in the *Teacher's Guide*.

EDUCATION IN JAPAN

Today we are going to talk about education in Japan. I want you to listen carefully because when we are finished I will be asking you to list ways education is the same in Japan as in the United States and ways it is different.

Education is very important to the Japanese. Almost 100% of the people in Japan are able to read and write. The groupings within the educational system are very similar to ours with 1 to 3 years of preschool and kindergarten, 6 years of elementary, 3 years of junior or middle school, 3 years of high school, and 4 years of university. Elementary and middle school students usually attend neighborhood schools. Then tests determine what high school they will attend.

The Japanese school year begins on April 1 and ends on March 31 of the following year. There are three semesters: April to July, September to December, and January to March. There are 6 weeks of vacation in July and August, 2 weeks around the New Year, and 2 to 3 weeks in the spring after the annual exams. One major difference between Japanese and American schools is the length of the school year. Japanese children attend school on Saturday mornings, as well as Monday through Friday, and also have shorter vacations, so they attend school about 240 days a year, as opposed to our 180 days. Recently the system changed so that students have two Saturdays off per month.

The school day for elementary children usually begins at 8:30 and ends at 3:00. During the course of the week the children will study Japanese language, social studies, math, science, music, art, home economics, physical education, and moral education. Moral education includes citizenship and environmental studies. Children in Japan enjoy recess just as American children do. Hot lunches are prepared in the school kitchen, but in most schools each class eats in its own room, not in a school lunchroom. The children take turns serving lunch to their classmates and they also help clean their classrooms at the end of the day. In many schools, the students wear uniforms and badges which tell their name, class, and school.

Classes in Japan may take trips to museums and historical sites. In older grades, these field trips can sometimes last as long as a week. The students often stay in traditional Japanese inns, where they will sleep on the floor on *tatami* mats and thin mattresses called *futon*.

Junior highs and high schools in Japan are similar to those in the United States. The students take many of the same classes as Americans do, and most of them study English from seventh grade through twelfth grade. Students who hope to get into the various universities take difficult examinations in their senior year. There is a great deal of competition and those who wish to continue their educations at good schools must study very hard to learn all the facts which might be on the test. Many go to cram schools after their regular school day ends.

Now I am going to give you a chart on which I want you to list some of the similarities and differences you have picked out. When everyone is finished we will discuss your papers.

COMPARISON CHART OF JAPANESE AND U.S. EDUCATION
STUDENT WORKSHEET

Name _____

Date _____

Directions: On the chart below fill in at least four things you learned about Japanese education that were similar to the way we do things in the United States. In the second column of the chart list at least four things which were different. When you finish the chart, please answer the questions at the bottom.

Similarities in Education System	Differences in Educational System
1.	1.
2.	2.
3.	3.
4.	4.

1. What did you see or hear in the presentation that you would like to see added to the education system here in the United States?

2. What did you see or hear that you wouldn't like?

Lesson 38

STUDYING ENGLISH: INSIGHTS INTO JAPANESE EDUCATION

Mary Hammond Bernson

Level: Junior high and high school

Objectives:
1. Students will form generalizations based on primary source materials.
2. Students will become aware of the importance the Japanese place on English language instruction.
3. Students will discuss the question of whether it is important to study foreign languages.

Materials:
1. Handout 3, Student readings from Japanese sources
2. Teacher background information

Time: One to two class periods (plus time for reading)

Procedures:

1. Ask students to raise their hands if they are now studying or plan to study a foreign language in high school. Ask which languages they are studying. Point out that almost all students in Japanese junior and senior high schools study a foreign language. That language is almost always English.
2. Hand out copies of student readings and ask the students to read them and form any general statements they can, based on this material.
3. After they have finished reading, discuss the following questions in small groups or with the entire class. Incorporate the teacher background information into the discussion where appropriate.
   a. What generalizations can you make about this material?
   b. How would you describe the difficulty of these selections?
   c. How would you describe the content of these selections?
   d. What **can't** you tell about English teaching in Japan from these selections?
   e. Can you tell from the charts how important languages are in the overall curriculum?
   f. What factors might cause the Japanese to stress foreign language teaching?
   g. Why do they choose English instead of other languages?
   h. Most Americans who do business with Japan do not speak Japanese, but their Japanese counterparts usually speak English. What advantages does this offer the Japanese?
   i. In your opinion, should all Americans study a foreign language in high school? Why or why not?
   j. How should Americans decide which language to study, if they study one foreign language?
4. Summarize the discussion orally or ask students to write brief reaction papers to one or more of the questions.

EXTENSION IDEAS

1. Ask students to read some of the many newspaper articles that have recently reported criticisms of the American education system. Is foreign language instruction a major issue? Report back to the class.
2. Many Japanese are critical of their education system. Research their areas of concern, including the quality of foreign language instruction.
3. Ask students to do further research on the issue of whether it is important to learn foreign languages. Include interviews with language teachers and foreign-language speakers. Then write an essay taking a position and defending it. Because this is an open-ended opinion question, essays should be graded on how successfully the students support their opinions.

4. Ask students to compare the standard course of study in their high school with the one in the student readings.
5. Make use of the excellent information in *Introduction to Japan: A Workbook* from Youth for Understanding and the *Tune in Japan* video and teacher's guide to expand this lesson to other aspects of the Japanese educational system.

Teacher Background Information about the Japanese Education System
Background information about discussion questions:

Questions a, b, and c: This material is obviously difficult in both vocabulary and grammatical construction. Some of it is not quite colloquial in its usage. The stories often have a moral message, although many do not. Taken together, they present an eclectic introduction to the United States and to American and English literature. Examples of other stories found in high school textbooks are essays examining cultural differences, articles about the environment reprinted from international publications, excerpts from an Ann Landers column, words and music for Paul Simon's "The Sound of Silence," a speech by Martin Luther King, and parts of stories by O. Henry, Ernest Hemingway, and Margaret Mitchell. Compared to a decade ago, there seem to be fewer items such as Shakespeare quotations and Wordsworth poems. Standard American readability tests place the materials for high school seniors at the twelfth to fourteenth grade level.

Question d: These written materials do not give any information about how well the students actually master the content, or whether or not they can speak English at this level. Because college entrance exams test grammar, vocabulary, and reading comprehension, very little time is spent in most high schools on practicing spoken English. The Japanese government is attempting to improve the level of spoken English and now employs thousands of foreigners as assistant English teachers. Also, many Japanese of all ages study conversational English in private schools, with tutors, or from television programs.

Question e: The curriculum is uniform nation-wide, and has recently been revised to allow a bit more choice of subjects, but the charts only give clues to the importance of language study. These charts indicate the minimum requirements, and most students see themselves as college-bound and take many more academic courses than are required. Those planning to apply to college take six years of English, as do most students in commercial and vocational programs.

Question f: Among the factors are Japan's dependence on international trade and the fact that residents of other nations do not typically speak Japanese.

Question g: Many factors are involved. Some are related to Japanese history and the American occupation of Japan. English is the language most commonly used in international business, and many nations use it as either a first or second language. Japan has borrowed many words from the English language. Also, the many characters with which Japanese is written make it less well suited to computer keyboards than a language written with an alphabet.

Question h: Students can think of many reasons, but should not omit the cultural insights which result from learning a language, apart from the practical considerations.

Questions i and j: This is a matter of opinion, with no easy answer.

General Background Information

Former Ambassador Edwin O. Reischauer has been quoted as saying, "Nothing, in fact, is more central in Japanese society or more basic to Japan's success than is its educational system." People are Japan's most abundant and valuable resource, and one which is carefully nurtured.

The structure of the Japanese educational system is a 6/3/3 model adopted during the American occupation. School is compulsory through the ninth grade. Education through junior high is the same for all public school students, but high school entrance exams determine whether a student will attend a general high school (72%) or a vocational school (28%). Some parents put their children in private schools, particularly if the students were not accepted at public high schools with high success rates on college entrance exams. Overall, 65% of high school students follow a college prep course, regardless of what school they attend. Over 90% of Japanese youth graduate from high school. Ninety-five percent of junior high students continue to high school, and over 90% of them graduate from high school.

High school curriculum is quite uniform throughout the nation, both because of government mandates and because students are planning to take standardized college entrance exams. After the relatively informal years of elementary school, high school students face classes which are teacher-centered, with few labs and little discussion. They listen to lectures and take notes, in classes which generally have 40-45 students.

The nation-wide college entrance exams are achievement, not aptitude, tests. They measure the acquisition of vast amounts of knowledge in Japanese, math, chemistry, physics, English, and politics/economics. Other subjects may also be tested in the entrance exams of individual universities. A common saying about students facing these exams is "sleep four hours a night and pass; sleep five hours and fail."

The entire nation gets caught up in the testing process and the posting of exam results. Mothers often wait on their children so that they can spend all of their time studying. Bookstores sell all kinds of teaching aids and cram books. About 45% of the students go to after-school schools called *juku* where they get extra practice in the exam subjects.

The uproar is not so much about college entrance as it is about entrance into the right college. Any Japanese can tell you which universities are most prestigious, with Tokyo University at the top. It, like most of the top universities, is public rather than private. About one out of every six high school graduates becomes a *ronin*. This term originally referred to masterless *samurai*, and is now used to refer to students who do not get into the institution of their choice. They often attend special cram schools for a year or more after high school in hopes of eventually passing the exam.

About 38% of Japanese youths go on to higher education, compared to approximately 44% in the United States (depending on how higher education is defined), and the 20-35% figures in most western European countries. Slightly more women than men are college students, but junior colleges are comprised predominantly of women and top university are predominantly male.

College education is not particularly rigorous, failure rates are very low, and students often spend these years relaxing and making friendships which will last a lifetime. The important consideration is simply to graduate from a prestigious institution, because major corporations and well-regarded government ministries recruit from certain universities. The students who get into one of those universities are more likely to be hired by the employers who are considered to be the best.

Many Japanese are critical of aspects of their educational system. An official 1990 statement of the areas of concern from the Ministry of Education is:

> Rapid social changes in recent years, however, have greatly affected the state of affairs in education. They have exposed a variety of problems and difficulties, which include the social climate in which too much value is placed on the educational background of individuals, excessive competition in entrance examinations, problem behavior of young people, and the uniform and inflexible structure and methods of formal education. On the other hand, there has been a strong call for making the educational system more adapted to such social and cultural changes as: changes in industrial and employment structures; the progress of an information-intensive society; and internationalization in various sectors.

School curricula and teaching practices do not change rapidly, but some changes are underway, such as the initiation of two Saturdays per month without school classes. Other examples are an expansion of computer training for teachers and students and an increased emphasis on spoken English.

Standard Number of Yearly School Hours in Lower Secondary Schools (1)*

Subjects	1st Year	2nd Year	3rd Year
Subjects:			
Japanese Language	175	140	140
Social Studies	140	140	70-105
Mathematics	105	140	140
Science	150	105	105-140
Music	70	35-70	35
Fine Arts	70	35-70	35
Health and Physical Education	105	105	104-140
Industrial Arts and Home-making	70	70	70-105
Moral Education	35	35	35
Special Activities (2)	35-70	35-70	35-70
Elective subjects, etc. (3)	105-140	105-210	140-280
TOTAL	1,050	1,050	1,050

Notes:
(1) One school hour is defined as a class period of fifty minutes.

(2) In private lower secondary school, a part or all of the school hours for moral education may be replaced by religious education.

(3) "Special activities" include "class activities" (including guidance on school lunch), pupils' councils, club activities, and "school events." In this table, however, the number of hours for special activities includes that for "class activities" (other than guidance on school lunch) and club activities only.

(4) The number of school hours for elective subjects shall be allotted to elective subjects and may be allotted to addtional hours of Special Activities.

(5) Regarding elective subjects, the standard school hours of foreign language shall be 105 to 140 in each year, and the standard school hours of other subjects are as prescribed in the Course of Study.

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*Source: *Development of Education in Japan, 1992-1994*. Ministry of Education, Science, and Culture, Japan, 1994.

General Education Subjects in Upper Secondary Schools and the Standard Number of Credits for Each Subject*

Subject Areas	Subjects	Standard Number of Credits	Subjects required of all students
Japanese Language	Japanese Language I	4	
	Japanese Language II	4	
	Japanese Language Expression	2	
	Contemporary Japanese Language	4	
	Contemporary Japanese Use and Usage	2	
	Classics I	3	
	Classics II	3	
	Appreciation of Classics	2	
Geography and History	World History A	2	One of these two subjects
	World History B	4	
	Japanese History A	2	
	Japanese History B	4	One of these four subjects
	Geography A	2	
	Geography B	4	
Civics	Contemporary Society	4	or
	Ethics	2	
	Politics and Economy	2	
Mathematics	Mathematics I	4	
	Mathematics II	3	
	Mathematics III	3	
	Mathematics A	2	
	Mathematics B	2	
	Mathematics C	2	
Science	Integrated Science	4	
	Physics I A	2	
	Physics I B	4	Two subjects from among these five categories of subjects
	Physics II	2	
	Chemistry I A	2	
	Chemistry I B	4	
	Chemistry II	2	
	Biology I A	2	
	Biology I B	4	
	Biology II	2	
	Earth Science I A	2	
	Earth Science I B	4	
	Earth Science II	2	
Health and Physical Education	Physical Education	7-9	
	Health	2	
Art	Music I	2	
	Music II	2	
	Music III	2	
	Fine Art I	2	
	Fine Art II	2	One of these four subjects
	Fine Art III	2	
	Crafts Production I	2	
	Crafts Production II	2	
	Crafts Production III	2	
	Calligraphy I	2	
	Calligraphy II	2	
	Calligraphy III	2	
Foreign Languages	English I	4	
	English II	4	
	Oral Aural Communication A	2	
	Oral Aural Communication B	2	
	Oral Aural Communication C	2	
	Reading	4	
	Writing	4	
	German		
	French		
Home Economics	General Home Economics	4	One of these three subjects
	Home Life Techniques	4	
	General Home Life	4	

For both full-time and part-time courses, 35 school hours of lesson per school year are counted as one credit. One school hour lasts 50 minutes.

*Source: *Development of Education in Japan, 1992-1994*. Ministry of Education, Science, and Culture, Japan, 1994.

BEST COPY AVAILABLE

Example 1:*

I have spent almost all of my adult life in activities and studies about Japan, hoping that some day I can be useful in helping our two peoples understand each other better. Yet there are times, I admit, when I am discouraged. The gap of misunderstanding between us seems to get wider despite the best efforts and intentions of many who, like myself, have dedicated themselves to long-lasting, friendly Japanese-American relations.

It seems that Japan and the United States still do not have the means or the will to adequately communicate with each other, particularly in times of tension. We go from one dispute to the next without really trying to understand the causes.

*Excerpted from: "Different Cultures and Characteristics" by J. Seward, in *Creative Reading Course*, Daiichi Gakushusha, 1993. (For high school juniors.)

Example 2: Grammar Practice*

Nothing is quite as exciting as a good tour.

a) Nothing is more exciting than a good tour.
b) A good tour is the most exciting thing of all.

1. No boy is as intelligent as John in our school.
2. Nothing is as frustrating as waiting for a phone call.
3. No game in the history of our school has ever been as close as the basketball game last night.
4. No state in the United States is as large as the state of Texas.

* *Mainstream: The New Comprehensive English Course*, Zoshinda, 1995. (For high school juniors.)

Example 3: Bob Invites Ichiro and Jane to Dinner*

Bob: Hello, Ichiro. Please come in. Thank you for coming.
Ichiro: Thank you for inviting me.
Jane: Hi, Ichiro. Nice to see you again.
I: Hello, Jane. I don't know much about American table manners. Please tell me what to do at the table.
J: O.K. It's not difficult at all. No problems should arise unless you make others feel uncomfortable.
I: I see.
B: We usually start dinner with soup. You should use this soup spoon.
I: I see. Shhh...
J: Um... Ichiro, we don't slurp when we eat soup.
I: I see. We make this sound when we drink *miso*-soup, and especially when we eat noodles. Even young ladies do it. The sound shows that you are enjoying the food.

* *New Creative Conversation*, Daiichi Gakushusha, 1993. (For use at various grade levels.)

Example 4:*

A teacher is needed to identify a child's strengths and to direct a talent toward achievement, for the child may not know what potentials he or she possesses. In fact, even Mozart's great genius would have remained latent but for a father who was a master teacher. It will probably become the responsibility of tomorrow's teacher to identify the way learners learn and to direct them to the schools that best fit their individual learning styles.

As was first pointed out by Marshall McLuhan, it was the printed books that changed the medieval university. His well-known saying, "The medium is the message," is surely an exaggeration. But the "medium" does determine what message can, or cannot, be sent and received.

* *The Crown English Series,* by Keichi Sanseido, 1994. (For high school juniors.)

Example 5:*
Knock knock.
Who's there?
Warren.
Warren who?
Warren Peace is a great Russian novel.

* *The Crown English Series,* by Keichi Sanseido, 1994. (For high school juniors.)

Example 6:*
Sample Exam Questions
* These sentences come from a practice exam for those applying to enter a top university.
Complex questions follow the reading passage.

Within each of the English dialect areas, there is considerable variation in speech according to education and social standing. There is an important distinction between uneducated and educated speech in which the former can be identified with the regional dialect most completely and the latter moves away from dialectal usage to a form of English that cuts across dialectal boundaries. On the other hand, there is no simple equation of dialectal and uneducated English. Just as the educated English cuts across dialectal boundaries, so do many features of uneducated use: a prominent example is the double negative as in *I don't want no cake,* which has been outlawed from all educated English by the prescriptive grammar tradition for hundreds of years but which continues to thrive in uneducated speech wherever English is spoken.

Educated speech—by definition the language of education—naturally tends to be given the additional prestige of government agencies, the learned professions, the political parties, the press, the law court and the pulpit—any institution which must attempt to address itself to a public beyond the smallest dialectal community.

Lesson 39

LAW AND JUSTICE IN JAPAN

Dick Anderson

Level: Junior high or high school

Objectives:
1. Students will develop inferences about law and justice in Japan based on various source materials.
2. Students will compare and contrast legal issues reported in Japanese and American newspapers. Point out that all of these factors are very complex, and students' expectations may not be supported by the statistics. For example, many Americans believe that crime is at least in part the result of crowded urban living. Do the statistics refute or support that?

Materials:
1. Handouts 1, 2, and 3.
2. Crime articles from Japanese newspapers or magazines. Many are available in English in the U.S., or a traveler may be willing to bring some back from Japan. *The Japan Times* is one good source.

Time: Two class periods

Procedures:

1. The teacher will show the crime charts to students, either on transparencies or individual copies.

2. The teacher will ask students to discuss the information in the charts and draw comparisons between Japan and other countries.

3. After dividing the class into small groups, the teacher will give each group several articles about Japanese legal issues. In their groups, the students should discuss the articles, paying particular attention to any similarities and differences they observe between Japan and the United States. Possible comparisons involve:
   a. What is considered newsworthy?
   b. Was the issue resolved in the same way it would be resolved in the United States?
   c. Are there any features of the Japanese system that differ from the system in the United States?
   d. Can you identify any social values that are expressed in the legal system?

4. Each small group reports to the rest of the class on its conclusions.

EXTENSION IDEAS

1. Students can do library research about the Japanese legal system.

2. Students can research any cases that involve law and justice in both countries, such as cases involving trade issues and business secrets.

3. After stating hypotheses about why the Japanese crime rate is low, students can search for evidence to support their hypotheses. One subject worth studying is the role of the *koban*, the neighborhood police box. This can be a very small station where a neighborhood-based police officer works.

4. *Teaching about Law and Cultures* from the Social Science Education Consortium explores law and justice issues in Japan and other countries.

General Background Information

According to the February and December 1995 issues of *Understanding Japan*, Japan's reputation for safety is supported by current statistics. In 1993, eighteen crimes were committed per 100,000 people, nearly 88% of which were thefts. The total number of murders was 1,233, about one per 100,000, and of those murders, a total of 38 were committed with guns. Police made arrests in more than 96% of the murder cases. Although different statistical methods make direct comparisons difficult, the U.S. reported 24,526 murders in 1993, about 10 per 100,000 people.

Despite the relative safety of Japan, Japanese are concerned about rising crime rates among youth. They also are concerned about organized crime, terrorist activities by extremist groups, and white-collar crime. In annual surveys conducted by the Prime Minister's Office, the Japanese have always cited safety as something very good about their country, ahead of "history and tradition" and "natural beauty." In the 1994 survey, safety dropped 10%, indicating people's concern about rising crime rates.

Gun laws have been tightened even further than previously, and guns were placed on Japan's contraband list in January 1995, increasing jail terms and fines for smuggling them into the country. Now it is a crime to discharge a weapon in a public place, regardless of whether any damage is caused by the shooting. Punishments range from three years to life in prison. There has been little public objection to these laws or to the addition in 1996 of 3,500 police officers to the 220,000 already working throughout Japan.

CHARTS ON ADVANCEMENT RATE TO HIGHER EDUCATION, MARRIAGE AND DIVORCE RATES, AND POPULATION, AREA, AND POPULATION DENSITY

Advancement Rate to Higher Education*

	Year	Percentage of Relevant Age Group[a)]		
		Total	Male	Female
Japan[b)]	1992	32.7	25.2	40.2
U.S.A.[c)]	1990	45.1	42.0	48.4
France[d)]	1990	43.6	-	-
Germany[e)]	1990	33.3	39.3	27.0
U.K.[e)]	1990	32.1	32.7	31.5

(Ref.) Rate of Junior High School Graduates Continuing on to Senior High School (%)

Japan	1992	96.7	97.6	95.7

a) Percent of equivalent age population
b) Figures based on new entrants at university level, junior college level, and senior level of colleges of technology
c) Figures based on new entrants at four-year and two-year colleges (full-time only)
d) Figures based on qualified students to enter higher education (university level)
e) Figures based on new entrants to higher education

* Source: *Japan 1995: An International Comparison*. Tokyo: Keizai Koho Center.

Marriage and Divorce Rates[a)]*

	Marriages	Divorces
Japan (1993)	6.4	1.52
U.S.A. (1991)	9.4	4.73
U.K. (1989)	6.8	2.88[b)]
Germany (1990)	5.5	-
France (1991)	5.0	1.87[b)]
Sweden (1991)	4.7	2.20

a) Annual rate per 1,000 mid-year population
b) 1990

*Source: *Japan 1995: An International Comparison*. Tokyo: Keizai Koho Center.

Population, Area, and Population Density (1992)*

1-1 Population, Area, and Population Density (1992)

	Population					Area					Density (A/B)	
	Mid-year Estimates (A) 1992		Forecast for Year 2000[a]		Estimate Increase FM 1992 TO 2000	Total Area (B) 1991		Land Use (%)				
	(1,000)	(%)	(1,000)	(%)	(%)	(1,000 km²)[b]	(%)	Agricultural Area (%)	Forest and Woodland (%)	Other Area (%)	(Population per km² (per 100 acres))[c]	
Japan	**124,150**	**2.3**	**128,066**	**2.0**	**3.2**	**378**	**0.3**	**13.9**	**66.5**	**19.6**	**328**	**(133)**
U.S.A.	254,910	4.7	275,324	4.4	8.0	9,373	6.9	46.0	31.3	22.7	27	(11)
Canada	27,426	0.5	30,425	0.5	10.9	9,976	7.4	7.4	36.0	56.6	3	(1)
Germany	80,343	1.5	82,583	1.3	2.8	357	0.3	50.5	29.1	20.4	225	(90)
Italy	57,807	1.1	58,148	0.9	0.6	301	0.2	56.2	22.4	21.4	192	(78)
U.K.	57,963	1.1	58,810	0.9	1.5	244	0.2	72.8	9.4	17.8	238	(96)
France	57,266	1.0	58,792	0.9	2.7	552	0.4	55.5	26.9	17.6	104	(42)
Spain	39,085	0.7	39,640	0.6	1.4	505	0.4	60.5	31.0	8.5	77	(31)
Poland	38,362	0.7	39,508	0.6	3.0	313	0.2	60.1	28.0	11.9	123	(49)
Former U.S.S.R.	293,092	5.3	296,962	4.7	1.3	22,403	16.5	26.7	42.3	31.0	13	(5)
Australia	17,611	0.3	19,595	0.3	11.3	7,713	5.7	60.5	13.7	25.8	2	(1)
New Zealand	3,417	0.1	3,662	0.1	7.2	271	0.2	51.3	27.1	21.6	13	(5)
China	1,188,302	21.7	1,309,743	20.9	10.2	9,597	7.2	51.7	13.2	35.1	124	(48)
Hong Kong	5,822	0.1	6,336	0.1	8.8	1.1	0.0	7.7	11.5	80.8	5,293	(2,115)
Indonesia	191,170	3.5	217,998	3.5	14.0	1,905	1.4	17.7	59.6	22.7	100	(40)
Korea, Rep.of	44,163	0.8	46,897	0.7	6.2	99	0.1	22.1	65.4	12.5	446	(177)
Malaysia	18,792	0.3	21,983	0.4	17.0	330	0.2	14.9	58.6	26.5	57	(22)
Philippines	65,186	1.2	76,091	1.2	16.7	300	0.2	30.8	34.5	34.7	217	(85)
Singapore	2,769	0.1	2,976	0.0	7.5	0.6	0.0	1.6	4.8	93.6	4,615	(1,862)
Thailand	56,129	1.0	61,202	1.0	9.0	513	0.4	44.7	27.5	27.8	109	(45)
India	879,548	16.1	1,018,673	16.3	15.8	3,288	2.5	55.1	20.3	24.6	268	(107)
Brazil	154,163	2.8	172,777	2.8	12.1	8,512	6.4	28.7	57.9	13.4	18	(7)
Mexico	88,153	1.6	102,555	1.6	16.3	1,958	1.5	50.7	21.7	27.6	45	(19)
Argentina	33,100	0.6	36,238	0.6	9.5	2,767	2.1	61.2	21.4	17.4	12	(5)
Nigeria	115,664	2.1	147,709	2.4	27.7	924	0.7	78.3	12.9	8.8	125	(49)
Egypt	54,842	1.0	64,810	1.0	18.2	1,001	0.7	2.9	0.0	97.1	55	(22)
World, Total	**5,479,758**	**100.0**	**6,261,000**	**100.0**	**14.3**	**133,916**	**100.0**	**36.2**	**30.1**	**33.7**	**40**	**(16)**

a) Based on U.N., *World Population Prospects. Estimates and Projection* b) 1,000km²=386.1 mile² c) 1km²=247.11 acres
Sources: U.N., *Monthly Bulletin of Statistics*; Prime Minister's Office, Japan

* Source: *Japan 1995: An International Comparison*. Tokyo: Keizai Koho Center.

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JAPANESE PRONUNCIATION TIPS

Mary Hammond Bernson and Evon Tanabe

Vowels: There are only five vowel sounds in Japanese. Here they are in Japanese order:

a sounds like the a in father. Example: *san*
i sounds like the i in machine or pizza. Example: *kimono*
u sounds like the u in flu or food, but is of shorter duration. Example: *mura*
e sounds like the e in pet but is shorter. Example: *sake*
o sounds like the o in comb or most. Example: *obi*

Japanese syllables are "open syllables" and almost always end in a vowel. There is very little stress on different syllables, so try to give equal stress and duration to each syllable. Some vowels, however, are long vowels in the sense of being held longer. The rhythm changes, but the pronunciation does not change as in English long vowels. When romanizing Japanese (writing it in the alphabet we use), long vowels are generally indicated by a double vowel or a line over a vowel, if noted at all. For example, *ojisan* means uncle and *ojiisan* (or *ojisan*) means grandfather.

The vowels u and i are sometimes not voiced at all when they appear at the end of a word or between such letters as f, h, k, p, s, t, ch, and sh. For example, *desu ka?* (is it?) is pronounced deska, and *sukiyaki* sounds like skiyaki.

Japanese also has some combined sounds.
ai sounds like the ai in kaiser. Example: *samurai*
ei sounds like the ei in rein. Example: *geisha*

Consonants: Most Japanese consonants sound very much like their English equivalents. The most notable differences are:

r sounds somewhat like a cross between r and l, as in the Spanish language
f sounds like a cross between f and h
g is always hard, as in go
n is more nasal than in the English language
ch sounds like the ch in cherry
ts sounds like the final ts in bits
z is a hard sound, as in adds

Double consonants are both pronounced, so for example, ss sounds like the two sounds in the words chess set.

Sometimes a consonant is followed by a y. This does not start a new syllable. Kyushu, for example, is a two-syllable word sounding like cue-shoe. The "kyo" in *Tokyo* and other words is one syllable.

Practice dividing the words in these lessons. *Fukuwarai* is fu-ku-wa-ra-i. *Haiku* is ha-i-ku. *Daruma* is da-ru-ma. Now try pronouncing two frequently mispronounced words: *i-ke-ba-na* (flower arranging) and *bon-sa-i* (miniature plants).

Part II

Resources for Teaching about Japan

This section of the book is intended to update the 1993 edition of *Resources for Teaching about Japan*. That work had replaced two earlier works, *Free Resources for Teaching about Japan* (first issued in 1979 and last revised in 1987) and *Guide to Recommended Curriculum and Audio-Visual Materials for Teaching about Japan* (first issued in 1986 and last revised in 1988). The world, and certainly the impact of U.S.-Japan relations, has changed dramatically since 1979. At that time, trade across the Pacific had just surpassed Atlantic transactions, few educators had first-hand experience visiting Japan and only a small number had undertaken formal study of the language and/or culture.

The years since 1979 have, to some extent, been difficult ones for the U.S. - Japan bilateral relationship. We are now on the eve of what has been called the Age of the Pacific. Yet, U.S. civic consciousness has not fully comprehended the hegemony of the Asia Pacific. Some have realized the U.S. role in this Asia Pacific dynamism and have come to understand the importance of enhanced understanding. Perhaps at no time has there been a greater need for creative curriculum materials, innovative pedagogy, and challenging professional development designed to foster mutual understanding. This volume is designed to help, in some small way, answer that lofty yet desperately practical need.

In this section, readers will find a plethora of resources for enhancing the teaching of Japanese culture at the precollegiate level. Perhaps, however, a few caveats are in order. Readers will not find this to be a comprehensive listing of every useful curriculum item. Nor will they find the resource listings encyclopedic. Rather, an attempt was made to list especially those organizations that work with K-12 teachers, understand their needs, respect their challenges and design meaningful materials. It is hoped that these organizations and resources will enhance the lessons contained in the first section of this book. No doubt, useful resources and organizations have been omitted. Although every attempt was made to list current and accurate data, especially regarding contact persons, addresses and telephones numbers, such information continues to change. While some of the organizations in this section already have or are soon acquiring e-mail addresses, those addresses are not listed here. Instead, readers are encouraged to conduct their own electronic searches (following the suggestions outlined in Part IV) so that the most current information can be accessed. Readers are urged to assist in the constant updating of this guide by sending corrections, additions and comments to

National Clearinghouse for United States - Japan Studies
Social Studies Development Center
Indiana University
2805 E. Tenth Street - Suite 120
Bloomington, IN 47408-2698
(800) 266-3815

Finally, special thanks to all my colleagues, especially members of the Committee on Teaching about Asia of the Association for Asian Studies, who assisted in the data collection for this new edition. In addition, I am grateful to Dr. John J. Patrick for his thoughtful advice, to C. Frederick Risinger and Mary Hammond Bernson for their helpful review of the manuscript, and to Vickie J. Schlene for her careful editing.

L.S.W.

1. OUTREACH PROGRAMS

There are a number of helpful outreach programs located across the country. Often these programs are part of a Title VI funded East Asian Studies program. Other programs are connected to museums and educational organizations that may or may not focus on Japan exclusively. Below are listed some of the more active outreach programs and their services and publications. Contact each organization to obtain information about current publications and educational opportunities.

Alaska-Japan Studies Project
Alaska Center for International Business
University of Alaska, 3211 Providence Drive
Anchorage, AK 99508-8246
Tel. (907) 786-4300; FAX (907) 786-4319
Contact: Douglas Barry

In addition to summer workshops and study tours to Japan, the center has developed an engaging set of videos that explore intercultural understanding. Titles include *Getting Around Overseas, Mean Jean the Berry Queen* and *The Changing Face of Japan: A Conversation with Masahide Shibusawa.*

The Asia Society
725 Park Avenue
New York, NY 10021
Tel. (212) 288-6400; FAX (212) 517-8315
Contact: Namji Steinemann

The Asia Society has produced the highly regarded *Video Letters from Japan* I (elementary level) and II (secondary and adult), as well as a new series entitled *Tune in Japan: Approaching Culture Through Television.* Additionally, they have undertaken a major new initiative, the Asian Educational Resource Center (AERC). The Asia Society has the following regional offices:

The Asia Society - Houston Center
4605 Post Oak Place, Suite 205
Houston, TX 77027
Tel. (713) 439-0051; FAX (713) 439-1107
Contact: Nancy Hawes

The Asia Society - Southern California Center
ARCO Plaza, Level C, 505 South Flower Street
Los Angeles, CA 90071
Tel. (213) 624-0945; FAX (213) 624-0158
Contact: Faranak Van Patten

The Asia Society - Washington Center
1785 Massachusetts Avenue, N.W.
Washington, DC 20036
Tel. (202) 387-6500; FAX (202) 387-6945
Contact: Judith Sloan

Center for Asian and Pacific Studies
110 Gerlinger Hall, University of Oregon
Eugene, OR 97403-1223
Tel. (503) 346-5087; FAX (503) 346-3127
Contact: Jiffin Arbolenda

This center offers workshops, speakers, resources, and a helpful newsletter.

Center for East Asian and Pacific Studies
University of Hawaii at Manoa
315 Moore Hall, 1890 East-West Road
Honolulu, HI 96822
Tel. (808) 948-8543
Contact: Glenda Roberts

The center provides workshops, public events, and resource materials.

Center for East Asian and Pacific Studies
University of Illinois
#230 International Studies Building
910 S. 5th Street, MC-483
Champaign, IL 61820
Tel. (217) 333-7273; FAX (217) 244-5729
Contact: Roberta H. Gumport

The Center produces a helpful outreach newsletter, *UPDATE*, in collaboration with the other area studies outreach programs at the University of Illinois. In addition, they distribute *Learning with Enjoyment*, an interdisciplinary activity book for grades 1 through 5 and *Glimpses of Japan Through Comics* for the junior and senior high school levels.

Center for East Asian Studies
The University of Chicago
Pick Hall 121, 5828 S. University Avenue
Chicago, IL 60637
Tel. (312) 702-8647; FAX (312) 702-8260

This center provides workshops for teachers, resources, speakers and has recently published *Resources on China, Japan and Korea: A Guide for Chicago-Area Teachers and Students.*

Center for East Asian Studies
University of Kansas
105 Lippincott Hall
Lawrence, KS 66045
Tel. (913) 864-3849; FAX (913) 864-5034

This center features a speakers' bureau, workshops, culture kits, and other services.

Center for International Studies
University of Missouri at St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121
Tel. (314) 516-5753; FAX (314) 516-6757
Contact: Katherine Cochrane

This center conducts a wide variety of teacher workshops and public programming and publishes a useful newsletter. In addition, they have established a joint center for East Asian Studies with Washington University of St. Louis that includes joint course offerings and public programs.

The Children's Museum - Boston, The Japan Project
300 Congress Street
Boston, MA 02210-1034
Tel. (800) 370-5487
Contact: Shoko Kashiyama

A wide range of programs, services and materials are offered by the museum, including *Teenage Tokyo*, a Japanese style *manga* (comic book) and teacher's guide that tells the story of four Japanese junior high school students. They also distribute, *Japanese Activity Sheets.*

The Children's Museum - Indianapolis
3000 N. Meridian Street, P.O. Box 3000
Indianapolis, IN 46206
Tel. (317) 921-4001; FAX (317) 921-4019
Contact: Kathy Crane

In addition to on-site programs, the museum features artifacts and curriculum that can be borrowed and used to teach about Japanese culture.

Committee on Teaching about Asia (CTA), Secretary-Treasurer
c/o Associated Colleges of the Midwest
5526 North Magnolia Avenue
Chicago, IL 60640

CTA, a part of the Association for Asian Studies (AAS), conducts teacher workshops in conjunction with regional and annual AAS meetings. In addition, they produce an excellent publication, *Education about Asia.*

Consortium for Teaching Asia and the Pacific in the Schools (CTAPS)
East-West Center, 1777 East-West Road
Honolulu, HI 96848
Tel. (808) 944-7768; FAX (808) 944-7670

CTAPS provides assistance in curriculum planning, in-service programs, study seminars in Japan, and resource dissemination.

Denver Art Museum
100 West 14th Avenue Parkway
Denver, CO 80204
Tel. (303) 640-2008
Contact: Patterson Williams

The museum's newly renovated Asian galleries feature interactive learning centers for students. Curriculum materials include a poster series focusing on Asian art.

East Asia Resource Center
University of Washington
Jackson School of International Studies
Box 353650
Seattle, WA 98195-3650
Tel. (206) 543-1921; FAX (206) 685-0668
Contact: Mary Hammond Bernson

The center offers a wide range of programs, services, and resources for teachers, as well as a comprehensive newsletter. It distributes many useful materials, including *Teaching Japan through the Arts*, a four-book series that introduces elementary and junior high school students to Japan through arts activities, and the imaginative *Letters from Hyogo*, a series of "interactive" letters from a fictional 11-year old Japanese boy to U.S. elementary and middle school students.

East Asian Curriculum Project/East Asian Institute
International Affairs Bld., 420 West 118th St.
Columbia University
New York, NY 10027
Tel. (212) 854-1735; FAX (212) 749-1497
Contact: Roberta Martin

The many resources available from this program include *Central Themes for a Unit on Japan*, and the recently released series of videotapes (with accompanying guide) on Japanese history and literature: *Classical Japan and the Tale of Genji, Medieval Japan and Buddhism in Literature*, and *Tokugawa Japan: Novels, Puppet Theater and Haiku*.

East Asian National Resource Center/Asian Studies Program
4E05 Forbes Quadrangle, University of Pittsburgh
Pittsburgh, PA 15260
Tel. (412) 648-7417
Contact: J. Bruce Forry

Through its semi-annual publication, *Asia Link*, this outreach program invites educators to take advantage of its services, including classroom speakers on Asian cultures, a library of teaching resource materials, and teacher in-service workshops on China and Japan.

East Asian Studies Center
Memorial Hall West 207, Indiana University
Bloomington, IN 47405
Tel. (812) 855-3765; FAX (812) 855-7762
Contact: Anjali Sengupta

Services for teachers include a special outreach section in the Center's newsletter, workshops, resources, and honors seminars for high school students.

East Asian Studies Department
Princeton University, 211 Jones Hall
Princeton, NJ 08544
Tel. (609) 258-5905

The department will assist teachers in locating resources and speakers. This campus houses a Saturday school in the Chinese language and a Sunday school in the Japanese language.

The Exchange in Teaching Program/Japan Center East
International Programs, East Carolina University
Greenville, NC 27858-4353
Tel. (919) 328-4829; FAX (919) 328-4813
Contact: Donald Spence

This program has recently developed a pilot precollegiate Japanese language program that focuses on native Japanese language teachers in U.S. classrooms. Additional programs and resources are available through the North Carolina Japan Center East.

Freer Gallery of Art; Arthur M. Sackler Gallery
The Smithsonian Institution
Washington, DC 20560
Tel. (202) 357-4880; FAX (202) 633-9105
Contact: Lucia Buchanan Pierce

A number of services, programs, and curriculum materials are available on East Asian cultures, including *Japan, Images and Words: An Interdisciplinary Unit for Sixth-Grade Art and Language Arts Classes*.

Great Lakes Japan-in-the-Schools Project
University of Minnesota-Twin Cities
College of Education-Peik Hall #152A
159 Pillsbury Drive S.E.
Minneapolis, MN 55455
Tel. (612) 625-1896; FAX (612) 626-7496
Contact: John Cogan

In addition to workshops and other activities, the Great Lakes Project continues to offer a summer institute. Contact the office listed above for information.

Institute for Education on Japan
Earlham College
Richmond, IN 47374-4095
Tel. (317) 983-1288; FAX (317) 983-1553
Contact: Jackson Bailey/Rebecca Payne

The Institute's occasional papers are quite useful. Also, they distribute several videos, including, *As Iwate Goes: Is Politics Local?*, *As Iwate Goes: Is Culture Local?*, *Neighborhood Tokyo*, and *Common Experiences, Different Visions* in which Japanese and American students interpret their everyday world through video production.

Institute for Japanese Studies
The Ohio State University
307 Oxley Hall, 1712 Neil Avenue
Columbus, OH 43210
Tel. (614) 292-9660; FAX (614) 292-4273
Contact: Program Coordinator

This program provides resources, speakers and assistance for K-12 teachers.

Intercultural and Outreach Programs
Brigham Young University
David M. Kennedy Center for International Studies
273 Harold R. Clark Building
Provo, UT 84602
Tel. (801) 378-3377
Contact: V. Lynn Tyler

A variety of programs and publications are available, including the popular *Culturgrams* and the *Asia in the Schools Series* with titles such as *Japanese Children's Art* and *An Introduction to Buddhism.*

International Society for Educational Information, Inc.
Royal Wakaba 504, 22 Wakaba 1-chome
Shinjuku-ku
Tokyo 160, Japan
Tel. (03) 3355-2705; FAX (03) 3359-7188

This organization is dedicated to monitoring the presentation of Japan in textbooks and other educational materials. In addition, it has developed both audio-visual and print materials from the Japanese point of view. Several of their materials, including the popular *The Japan of Today* and *A Day in the Life of an Elementary School Pupil*, are available from some Consulates General of Japan in the U.S.

Japan Project/University of Tennessee at Chattanooga
615 McCallie Avenue
Chattanooga, TN 37403
Tel. (423) 755-5314 or (423) 785-2138
Contact: Lucien Ellington/Richard Rice

This program provides resources, workshops, summer institutes, and study tours to Japan. A particular focus is economic education.

Japan Society, Inc.
333 East 47th Street
New York, NY 10017
Tel. (212) 832-1155; FAX (212) 755-6752
Contact: Elaine Vukov

A number of educational programs and resources are offered, including the recently updated *Japan in Film: A Comprehensive, Annotated Catalogue of Documentary and Theatrical Films on Japan Available in the U.S*, the most inclusive and up-to-date guide to films on Japan available in the U.S.

Japanese American National Museum
369 East First Street
Los Angeles, CA 90012
Tel. (213) 625-0414; FAX (213) 625-1770

This is the first museum in the United States expressly dedicated to showing the experiences of Americans of Japanese ancestry. It offers exhibitions, educational programs, films, and publications.

The Mansfield Freeman Center for East Asian Studies
Wesleyan University
343 Washington Terrace
Middletown, CT 06459-0435
Tel. (860) 685-2330
Contact: Shirley Lawrence

Their Outreach Program offers a wide variety of participatory programs for K-12 students. Often the programs are conducted by university students who have experienced the culture and language first-hand. The facilities include a *tatami* room.

Michigan Japan Summer Institute
Social Studies and International Education Section
Department of Education, State of Michigan
P.O. Box 30008
Lansing, MI 48909
Tel. (517) 373-1262; FAX (517) 335-2473
Contact: John Chapman

Contact the address above for details regarding the yearly Michigan Summer Institute, the Michigan Global/International Education Resource Center and other Japanese language and culture projects.

Mid-Atlantic Region Japan-in-the-Schools Program (MARJiS)
Benjamin Building-Room 3104
College of Education, University of Maryland
College Park, MD 20742
Tel. (301) 405-3595; FAX (301) 405-3573
Contact: Barbara Finkelstein/Tracy Callahan Mahoney

MARJiS provides a resource center, intercultural programs, study tours to Japan, and other services. Among its curriculum development efforts is a three-part video-tape series, *Japanese Culture: Old and New.*

The Morikami Museum and Japanese Gardens
4000 Morikami Park Road
Delray Beach, FL 33446
Tel. (407) 495-0233; FAX (407) 499-2557

This museum complex of 200 acres includes Japanese gardens, bonsai, nature preserve, and a museum of Japanese culture. Educational programs include exhibits, classes, materials and festivals.

National Clearinghouse for U.S.-Japan Studies
2805 East 10th St. - Suite 120, Indiana University
Bloomington, IN 47408-2698
Tel. (800) 266-3815; FAX (812) 855-0455
Contact: Elizabeth Brooks

The Clearinghouse collects, analyzes, abstracts, and creates a database of materials and resources on Japan that can assist school systems and individual teachers. Publications include *Internationalizing the U.S. Classroom: Japan as a Model, The Constitution and Individual Rights in Japan,* and a series of *Digests* focusing on current topics.

New England Program for Teaching about Japan (NEPTAJ)
Five College Center for East Asian Studies
8 College Lane, Smith College
Northampton, MA 01063
Tel. (413) 585-3751; FAX (413) 585-2075
Contact: Kathleen Woods Masalski

NEPTAJ offers summer institutes, workshops, a newsletter focusing on East Asia related events in New England, and an extensive Resource Center Library. A comprehensive catalogue of resources is available.

Oberlin Shansi Memorial Association
Asian Outreach Program
208 Wilder Hall, Oberlin College
Oberlin, OH 44074
Tel. (216) 775-8605; FAX (216) 775-8116
Contact: Carl Jacobson

Free-loan resource materials, speakers and workshops are provided through this outreach program.

Programs in International Educational Resources (PIER), PIER - East Asian Studies
Yale Center for International and Area Studies
Henry R. Luce Hall, Rm. 222
34 Hillhouse Avenue, Box 208206
New Haven, CT 06520-8206
Tel. (203) 432-3429; FAX (203) 432-5963 or (203) 432-9381
Contact: Caryn White

In addition to curriculum units, workshops, summer institutes and other services, this program offers a precollegiate-focused lending library. Their comprehensive catalogue lists resource books, periodicals, curriculum units, resource guides, reference materials, films, video-cassettes, multimedia units, records, tapes, artifact kits, posters, maps, and pamphlets.

Rocky Mountain Region Japan Project (RMRJP)
Social Science Education Consortium
P.O. Box 21270
Boulder, CO 80308-4270
Tel. (303) 492-8154; FAX (303) 449-3925
Contact: Lynn Parisi

RMRJP offers in-service workshops, a complimentary newsletter, and the Japan Resource Center. Recent publications include the revised, *Japan in the Classroom: Elementary and Secondary Activities,* and the three-part series, *A Humanities Approach to Japanese History,* which includes *Tokugawa Japan: The Great Peace and the Development of Urban Culture, Meiji Japan: The Dynamics of National Change,* and *Imperial Japan: Expansion and War.*

Seattle Asian Art Museum/ Seattle Art Museum
Education Department, P.O. Box 22000
Seattle, WA 98122-9700
Tel. (206) 654-3124
Contact: Sarah Loudon

This museum, with two locations, provides useful programs and materials on Japan, including *Spring Blossoms, Autumn Moon: Japanese Art for the Classroom,* a multi-media curriculum resource.

School and Community Outreach Program on Asia East Asian Studies Center
The Ohio State University
318 Oxley Hall, 1712 Neil Avenue
Columbus, OH 43210
Tel. (614) 292-9660; FAX (614) 292-4273
Contact: Owen Hagovsky

A variety of services and resources are offered to precollegiate educators.

BEST COPY AVAILABLE

Stanford Program on International and Cross-Cultural Education (SPICE)
Asia-Pacific Project, Stanford University
Littlefield Center - Room 14, 300 Lasuen Street
Stanford, CA 94305-5013
Tel. (800) 578-1114; FAX (415) 723-6784
Contact: Gary Mukai

The Asia-Pacific Project is a part of SPICE, a curriculum development project with more than a dozen units focusing on Japan. Recent titles include *Symbolism in Japanese Language and Culture: Activities for the Elementary Classroom* and a three-part series, *U.S. - Japan Relations: The View from Both Sides of the Pacific*. A free catalogue of all SPICE materials and a newsletter are available.

Texas Program for Educational Resources on Asia (TEXPERA)
Center for Asian Studies
Mail Code 59300, University of Texas at Austin
Austin, TX 78712-1194
Tel. (512) 471-5811; FAX (512) 471-4469
Contact: Yvette Rosser

This outreach program distributes free handouts on various East Asian topics and maintains a free-loan audio-visual and curriculum materials library.

U.S. - Japan Culture Center
Suite 711, 2600 Virginia Avenue, NW
Washington, DC 20007
Tel. (202) 342-5800; FAX (202) 342-5803

This center sponsors internship programs for course credit on a full or part-time basis during summer vacation or during the regular school year.

2. RELATED ORGANIZATIONS

A number of organizations, although not focused on Japan specifically, provide services and materials helpful to those teaching about Japanese culture. Contact each organization to obtain information about current publications and educational opportunities.

The American Forum for Global Education
120 Wall Street, Suite 2600
New York, NY 10005
Tel. (212) 742-8232; FAX (212) 742-8752

A wide variety of useful materials on global education are distributed by the American Forum, including its publication, *Spotlight on Japan: Continuity and Change.*

Anti-Defamation League of B'nai B'rith (ADL)
Department JW, 823 United Nations Plaza
New York, NY 10017
Tel. (212) 490-2525; FAX (212) 867-0779

The Anti-Defamation League's catalogue offers a wide range of print and audio-visual materials in the area of prejudice reduction. Several items feature information about Japanese Americans.

Association for Asian Studies (AAS)
1 Lane Hall
University of Michigan
Ann Arbor, MI 48109
Tel. (313) 665-2490; FAX (313) 665-3801

This organization, which conducts most of its K-12th grade activities through its Committee on Teaching about Asia, distributes *National Review of Asia in American Textbooks, 1993; Recommended Resources on Japan for Grades K-6;* and *Recommended Resources on Japan for Grades 6-12.*

Bay Area Global Education Program (BAGEP)
World Affairs Council of Northern California
312 Sutter Street, Suite 200
San Francisco, CA 94108
Tel. (415) 982-3263

BAGEP provides a wide variety of services and opportunities, including a comprehensive resource center and a helpful newsletter, *Colloquy.* They publish a useful pamphlet, *Getting Mileage From Your Travel.*

Center for Teaching International Relations (CTIR)
University of Denver, Cherrington Hall
2201 S. Gaylord Street, Room 208
Denver, CO 80208
Tel. (800) 967-2847; FAX (303) 871-2906

CTIR disseminates Japan-related publications such as *Mapping Asia* and the video series, *Faces of Japan I and II.*

Close Up Foundation
44 Canal Center Plaza
Alexandria, VA 22314
Tel. (800) 765-3131 or (800) 256-7387

This organization has produced a two-part video, *Pacific Horizons: Economic Change and Challenge,* which features U.S.-Japan relations in Part II. In addition, their U.S.-Japan Educational Initiative organizes exchange programs for U.S. and Japanese teachers and their communities.

Council of Chief State School Officers (CCSSO)
One Massachusetts Avenue, NW-Suite 700
Washington, DC 20001-1431
Tel. (202) 408-5505; FAX (202) 408-8072
Contact: Fred Czarra

This organization offers the *Japan Database: Resources on Japan for K-12 Education,* a listing of materials and resources persons, and sponsors educational exchanges.

Education for Global Involvement, Inc.
6219 North Sheridan Road
Chicago, IL 60660
Tel. (312) 465-6122; FAX (312) 465-6187
Contact: Charlotte Anderson

This not-for-profit organization provides a broad array of institutes, workshops, and tutorials in international and multicultural education. Current projects to facilitate teaching about Japanese culture and U.S.-Japan relations are Japan Across the Curriculum and Chicago Public Schools Japan Project. Both projects give special attention to interdisciplinary curriculum development and authentic assessment.

Foreign Policy Association (FPA)
729 Seventh Avenue
New York, NY 10019
Tel. (800) 628-5754; (212) 764-4050; FAX (212) 302-6123

Selected *Headline Series* issues and *Great Decisions* topics provide a wealth of useful teaching materials.

Hyogo Cultural Center
11th Floor, Westin Building
2001 Sixth Avenue
Seattle, WA 98121
Tel. (206) 728-0610

Established by the government of Hyogo Prefecture, Washington's sister state, this center features a wide range of programs, including some for teachers and students. Contact the center for details.

International Education Consortium
13157 Olive Spur Road
St. Louis, MO 63141
Tel. (314) 576-3535; FAX (314) 576-4996
Contact: Dennis Lubeck

This organization offers a variety of workshops, special programs and a useful resource center.

Las Palomas de Taos
P.O. Box 3400
Taos, NM 87571
Tel. (505) 751-0430; FAX (505) 751-0431
Contact: George Otero

Las Palomas de Taos is a learning center located in the Mabel Dodge Luhan house, a national historic site. Its workshops, institutes, and special programs challenge participants to understand themselves, to understand the people of other cultures, and to improve their own homes and lives as they work to deal with the pressing global issues of our time.

NAFSA: Association of International Educators
1875 Connecticut Ave., NW, Suite 1000
Washington, DC 20009-5728
Tel. (202) 462-4811; FAX (202) 667-3419

This organization produces a number of useful materials, including *Cross-Cultural Learning in K-12 Schools* and *International Students in the United States*. Also, they publish a newsletter focused on precollegiate educators, *COFESS Newsletter*.

National Council for Economic Education, Order Department
1140 Avenue of the Americas
New York, NY 10036
Tel. (800) 338-1192; FAX (212) 730-1793

Grassroots services, resources, and workshops are available though the many state and local affiliates of this national organization. Its curriculum publication, *The Japanese Economy: Teaching Strategies*, explores economic issues and problems facing Japan and the U.S.

National Council for the Social Studies (NCSS)
3501 Newark Street, N.W.
Washington, DC 20016
Tel. (202) 966-7840; FAX (202) 966-2061

This professional organization co-sponsors a fellowship program to Japan for teachers (see listing under Keizai Koho Center Fellowships) and provides useful information through bulletins, such as no.69, *Perspectives on Japan: A Guide for Teachers* and various articles in its journal, *Social Education*, such as the "Special Section: 50 Years of United States-Japanese Foreign Relations" (November/December 1991).

National Geographic Society
Educational Services, P.O. Box 98019
Washington, DC 20090-8019
Tel. (800) 368-2728

A useful, free newsletter, *Update*, is available, as well as audio-visual resources. Several local geographic alliances have programs that highlight Pacific Rim countries.

Sasakawa Peace Foundation USA
Suite 100, 1819 L Street, NW
Washington, DC 20036
Tel. (202) 296-6694; FAX (202) 296-6695

In addition to a gallery, this organization has books, journals, and videos on Japan that the public may borrow free of charge.

Social Science Education Consortium (SSEC)
P.O. Box 21270
Boulder, CO 80308-4270
Tel. (303) 492-8154; FAX (303) 449-3925

A wide range of curriculum materials as well as professional opportunities are available through this organization, including *Teaching about Law and Cultures: Japan, Southeast Asia(Hmong), and Mexico,*

and *Individual Rights in International Perspective: Lessons on Canada, Mexico, Japan, and Nigeria.*

Social Studies Development Center (SSDC)
2805 East Tenth Street, Suite 120,
Indiana University
Bloomington, IN 47408-2698
Tel. (800) 266-3815; FAX (812) 855-0455

This is the home of the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ ChESS), as well as the National Clearinghouse for U.S. - Japan Studies. ERIC/ ChESS publishes an annual news bulletin, *Keeping Up* and the National Clearinghouse for U.S.-Japan Studies publishes a newsletter, *Shinbun USA.*

Wilmington College Peace Resource Center
Pyle Center, Box 1183
Wilmington, OH 45177
Tel. (513) 382-5338
Contact: Helen Wiegel

This center houses the Hiroshima/Nagasaki Memorial Collection, a comprehensive collection of audio-visual and print materials that includes first-person accounts and documentary footage. It distributes *Living Beneath the Atomic Cloud: Testimony of the Children of Nagasaki* in English translation.

World Affairs Council of Philadelphia
1314 Chestnut Street
Philadelphia, PA 19107
Tel. (215) 731-1100; FAX (215) 731-1111
Contact: Margaret Lonzetta

A number of services and resources are available through the council's education program.

3. AUDIO-VISUAL MATERIALS

There are a number of useful audio-visual materials for teaching about Japan at the precollegiate level. Rather than contacting the numerous distributors in the United States, contact the sources below for helpful, comprehensive listings.

Center for Educational Media/Institute for Education on Japan
Earlham College
Richmond, IN 47374
Tel. (317) 983-1324; FAX (317) 983-1553
Contact: Jackson Bailey/Rebecca Payne

This center, a clearinghouse for information on films and videos about Japan, provides searches and a newsletter free of charge. In addition, inexpensive Study Guides and Learning Packages are available.

Film Center/Japan Society, Inc.
333 East 47th Street
New York, NY 10017
Tel. (212) 832-1155; FAX (212) 755-6752

The center's publication, *Japan in Film: A Comprehensive, Annotated Catalogue of Documentary and Theatrical Films on Japan Available in the U.S.*, is the most inclusive and up-to-date guide to films on Japan available in the U.S.. This 1984 publication has been updated with supplements current through 1992.

Programs in International Educational Resources (PIER), PIER - East Asian Studies
Yale Center for International and Area Studies
Henry R. Luce Hall, Rm. 222
34 Hillhouse Avenue, Box 208206
New Haven, CT 06520-8206
Tel. (203) 432-3429; FAX (203) 432-5963/9381
Contact: Caryn White

This program maintains one of the most extensive collections of audio-visual and print materials on Japan for loan to educators throughout the U.S. Contact PIER for a copy of their comprehensive catalogue.

4. JAPANESE EMBASSY AND CONSULATES GENERAL

A wide range of useful materials is available from the Embassy of Japan, Consulates General of Japan, and their affiliated Japan Information Centers. Print materials include posters, maps, and general information booklets as well as pamphlets on specific topics. A diverse collection of videos and films is also available. Selections range from animated folktales to historical topics to current issues. As with all educational materials, educators are encouraged to preview these items, with the understanding that some topics, especially those focusing on trade friction, will present the official Japanese government's point of view.

Embassy of Japan & Japan Information and Culture Center

In general, public programming and the distribution of materials in Washington, DC is handled by the Japan Information and Culture Center (JICC) of the Embassy of Japan. Educators in the Washington, DC area should contact the JICC for details regarding the print materials and free-loan audio-visual resources. In addition, educators throughout the U.S. can receive a free subscription to JICC's newsletter, *Japan Now*. This monthly publication carries articles on current topics in U.S.-Japan relations and, aspects of Japanese culture, including seasonal celebrations.

Embassy of Japan
2520 Massachusetts Ave., NW
Washington, DC 20008-2869
Tel. (202) 939-6700; FAX (202) 328-2184

Japan Information and Culture Center
Lafayette Center III
1155 21st St., NW
Washington, DC 20036
Tel. (202) 939-6900; FAX (202) 822-6524

Consulates General of Japan

Regional offices throughout the U.S. provide the materials noted above for particular jurisdictions. The Consulates General of Japan in the U.S. and the regions they serve are noted below. Please contact the one serving your region when requesting materials.

Consulate General of Japan at Agana
Guam International Trade Center, Suite 604
590 South Marine Drive
Tamuning, Guam 96911
Tel. (671) 646-1290; FAX (671) 649-2620
(Guam)

Consulate General of Japan at Anchorage
550 West 7th Avenue, Suite 701
Anchorage, AK 99501
Tel. (907) 279-8428; FAX (907) 279-9271
(Alaska)

Consulate General of Japan at Atlanta
100 Colony Square Building, Suite 2000
1175 Peachtree Street, NE
Atlanta, GA 30361
Tel. (404) 892-2700; FAX (404) 881-6321
(Alabama, Georgia, North Carolina, South Carolina, and Virginia)

Consulate General of Japan at Boston
Federal Reserve Plaza, 14th Floor
600 Atlantic Avenue
Boston, MA 02210
Tel. (617) 973-9772; FAX (617) 542-1329
(Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, and Connecticut)

Consulate General of Japan at Chicago
Olympia Center, Suite 1000 & 1100
737 North Michigan Avenue
Chicago, IL 60611
Tel. (312) 280-0400; FAX (312) 280-9568
(Illinois, Indiana, Minnesota, and Wisconsin)

Consulate General of Japan at Detroit
200 Renaissance Center, #3450
Detroit, MI 48243
Tel. (313) 567-0120; FAX (313) 567-0274
(Michigan and Ohio)

Consulate General of Japan at Honolulu
1742 Nuuanu Avenue
Honolulu, HI 96817-3294
Tel. (808) 536-2226; FAX (808) 537-3276
(Hawaii and U.S. Territories in the Pacific)

Consulate General of Japan at Houston
First Interstate Bank Plaza, Suite 5300
1000 Louisiana Street
Houston, TX 77002
Tel. (713) 652-2977; FAX (713) 651-7822
(Oklahoma and Texas)

Consulate General of Japan at Kansas City
2519 Commerce Tower, 911 Main Street
Kansas City, MO 64105-2076
Tel. (816) 471-0111; FAX (816) 472-4248
(Iowa, Kansas, Missouri, Nebraska, North Dakota, and South Dakota)

Consulate General of Japan at Los Angeles
350 South Grand Avenue, Suite 1700
Los Angeles, CA 90071
Tel. (213) 617-6700; FAX (213) 617-6727
(Arizona, Southern California, and New Mexico)

Consulate General of Japan at Miami
World Trade Center Building, Suite 3200
80 S.W. 8th Street
Miami, FL 33130
Tel. (305) 530-9090; FAX (305) 530-0950
(Florida)

Consulate General of Japan at New Orleans
1 Poydras Plaza, Suite 2050
639 Loyola Avenue
New Orleans, LA 70113
Tel. (504) 529-2101; FAX (504) 568-9847
(Kentucky, Arkansas, Louisiana, Mississippi, and Tennessee)

Consulate General of Japan at New York
299 Park Avenue, 18th Floor
New York, NY 10171
Tel. (212) 371-8222; FAX (212) 319-6357
(Delaware, Maryland, New Jersey, New York, Pennsylvania, West Virginia, Puerto Rico, Virgin Islands, and Fairfield County, CT)

Consulate General of Japan at Portland
2400 First Interstate Tower
1300 S.W. Fifth Avenue
Portland, OR 97201
Tel. (503) 221-1811; FAX (503) 224-8936
(Southern Idaho, Oregon, and Wyoming)

Consulate General of Japan at San Francisco
50 Fremont Street, Suite 2200
San Francisco, CA 94105
Tel. (415) 777-3533; FAX (415) 974-3660
(Northern California, Colorado, Nevada, and Utah)

Consulate General of Japan at Seattle
601 Union Street, Suite 500
Seattle, WA 98101
Tel. (206) 682-9107; FAX (206) 624-9097
(Northern Idaho, Washington, and Montana)

5. JAPAN EXTERNAL TRADE ORGANIZATION (JETRO)

These offices provide technical assistance as well as print and audio-visual resources. Those using JETRO materials should keep in mind that they present issues from the Japanese perspective.

JETRO San Francisco
235 Pine Street, Suite 1700
San Francisco, CA 94104
Tel. (415) 392-1333; FAX (415) 788-6927

JETRO Los Angeles
725 South Figueroa Street, Suite 1890
Los Angeles, CA 90017
Tel. (213) 624-8855; FAX (213) 629-8127

JETRO Atlanta
Marquis One Tower, Suite 2208
245 Peachtree Center Avenue
Atlanta, GA 30303
Tel. (404) 681-0600; FAX (404) 681-0713

JETRO Chicago
401 N. Michigan Avenue, Suite 660
Chicago, IL 60611
Tel. (312) 527-9000; FAX (312) 670-4223

JETRO New York
McGraw-Hill Building - 44th Floor
1221 Avenue of the Americas
New York, NY 10020-1060
Tel. (212) 997-0400; FAX (212) 997-0464

JETRO Houston
1221 McKinney
One Houston Center, Suite 2360
Houston, TX 77010
Tel. (713) 759-9595; FAX (713) 759-0921

JETRO Denver
1200 Seventeenth Street, Suite 1110
Denver, CO 80202
Tel. (303) 629-0404; FAX (303) 893-9522

6. JAPAN NATIONAL TOURIST ORGANIZATION (JNTO)

Various items, including brochures on particular cities and regions of Japan, maps, and posters, are available from the tourist offices listed below. In addition, most offices have free-loan films.

Japan National Tourist Organization
Quantas Building, Union Square
360 Post Street, Suite 601
San Francisco, CA 94108
Tel. (415) 989-7140; FAX (415) 398-5461

Japan National Tourist Organization
624 South Grand Avenue, Suite 1611
Los Angeles, CA 90017
Tel. (213) 623-1952; FAX (213) 623-6301

Japan National Tourist Organization
401 North Michigan Avenue, Suite 770
Chicago, IL 60611
Tel. (312) 222-0874; FAX (312) 222-0876

Japan National Tourist Organization
One Rockefeller Plaza, Suite 1250
New York, NY 10020
Tel. (212) 757-5640; FAX (212) 307-6754

7. JAPANESE CHAMBERS OF COMMERCE IN THE U. S.

These offices provide information as well as technical assistance. Several chambers have sponsored study trips to Japan for teachers and have provided speakers.

Japanese Chamber of Commerce of Georgia, Inc.
1230 Peachtree Street, Suite 2440
Atlanta, GA 30309
Tel. (404) 876-7926; FAX (404) 876-7933

Japanese Chamber of Commerce and Industry of Chicago (JCC)
401 N. Michigan Ave., Suite 602
Chicago, IL 60611
Tel. (312) 332-6199; FAX (312) 822-9773

Japanese Firms Association
c/o Pentax Corporation
35 Inverness Drive East
Englewood, CO 80112
Tel. (303) 799-8000; FAX (303) 790-1131

Japan Business Society of Detroit
3000 Town Center, Suite 606
Southfield, MI 48075
Tel. (810) 355-4899; FAX (810) 355-5799

Honolulu Japanese Chamber of Commerce
2454 S. Beretania St.
Honolulu, HI 96826-1596
Tel. (808) 949-5531; FAX (808) 949-3020

Japan Business Association of Houston
14133 Memorial Drive, Suite 3
Houston, TX 77079
Tel. (713) 493-1512; FAX (713) 493-2276

Japan Business Association of Southern California
345 South Figueroa Street, Suite 206
Los Angeles, CA 90071
Tel. (213) 485-0160; FAX (213) 626-5526

Japanese Chamber of Commerce of Southern California
244 S. San Pedro Street, Suite 504
Los Angeles, CA 90012
Tel. (213) 626-3067; FAX (213) 626-3070

Japanese Businessmen's Club
c/o Riverplace Inc.
43 Main Street S.E., Suite 400
Minneapolis, MN 55414
Tel. (612) 379-4116; FAX (612) 379-4120

Japanese Chamber of Commerce and Industry of New York, Inc.
145 W. 57th St.
New York, NY 10019
Tel. (212) 246-8001; FAX (212) 246-8002

Shokookai of Portland
10700 S.W. Beaverton-Hillsdale Highway, Suite 600
Beaverton, OR 97005
Tel. (503) 644-9579; FAX (503) 643-0861

Japanese Chamber of Commerce and Industry of St. Louis
c/o Mitsubishi Kasei Company
3433 Tree Court Industrial Blvd.
St. Louis, MO 63122
Tel. (314) 225-5031; FAX (314) 225-1684

Japanese Chamber of Commerce of Northern California
300 Montgomery Street, Suite 725
San Francisco, CA 94105
Tel. (415) 395-9353; FAX (415) 395-9351

Shunju Club
1001 Fourth Avenue Plaza, Suite 2728
Seattle, WA 98154
Tel. (206) 624-9077; FAX (206) 340-1691

Japan Commerce Association of Washington, DC
c/o Graham & James
2000 M Street, NW, Suite 700
Washington, DC 20036
Tel. (202) 463-0800; FAX (202) 463-0823

Japanese Traders & Manufacturers Association of Memphis
c/o Brother Industries (U.S.A.), Inc.
2950 Brother Blvd.
Bartlett, TN 38018
Tel. (901) 377-7777; FAX (901) 372-1325

8. EXCHANGE

A comprehensive listing of exchange programs would be impossible. Many of the programs listed earlier provide exchange opportunities for teachers as well as students. Some additional programs are noted below.

Afro-Asian Pen Pal Center
Mr. Robert Carroll
P.O. Box 337
Saugerties, NY 12477
Tel. (914) 246-7828
Contact: Robert Carroll

This organization arranges for personal letter exchange (in English) between students in the U.S. and African or Asian countries.

American Field Service (AFS)
313 East 43rd Street
New York, NY 10017
Tel. (212) 661-4550

One of the oldest youth exchange programs in the U.S., this organization sends high school students to many countries, including Japan.

Council on International Educational Exchange (CIEE)
205 East 42nd Street
New York, NY 10017
Tel. (212) 822-2600; FAX (212) 822-2699

This organization has a variety of programs for students and teachers interested in exchanges with Japan. Their School Partners Abroad Program matches U.S. junior and senior high schools with counterparts in Japan for an annual reciprocal exchange of students and teachers.

Fulbright-Hayes Seminars Abroad Program Center for International Education, U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-5332
Tel. (202) 401-9776

This government sponsored program offers a number of exchanges, including some to Japan. Contact the office for details regarding destinations for the year and deadlines.

International Internship Programs (IIP)
2124 Bancroft Place, NW
Washington, DC 20008
Tel. (202) 232-0331; FAX (202) 232-0409

Through this organization a school can host a Japanese instructor for 3, 6, or 9 months.

Japan - America Student Conference
606 18th Street, N.W. - 2nd Floor
Washington, DC 20006
Tel. (202) 289-4231; FAX (202) 789-8265

These student conferences bring together Japanese and U.S. college students to discuss current issues in seminars, lectures, and study-tour travel. All sessions are held in English, with the programs being held in Japan in odd-numbered years and in the U.S. in even-numbered years. Some scholarship assistance is available.

Japan Exchange and Teaching (JET) Program/ Embassy of Japan
2520 Massachusetts Avenue, NW
Washington, DC 20008
Tel. (800) INFO-JET

The JET Program offers one-year opportunities to work in Japan as either an Assistant Language Teacher (ALT) or as a Coordinator for International Relations (CIR). In addition to the Embassy of Japan, information is available from all the Consulates General of Japan in the U.S.

Japan Penpal's League
c/o Ms. Chiyoko Kishi
P.O. Box 121
Okayama 700-91, Japan

Penpals are arranged for students aged 13 and older; name, sex, age, home address, and hobbies should be included in inquiry.

Keizai Koho Center Fellowships
Program Coordinator
10 Village View Lane
Unionville, CT 06085
Tel. (860) 673-8684; FAX (860) 675-4840

Each year these fellowships for summer travel to Japan are offered in cooperation with the National Council for the Social Studies. They are designed to help U.S. and Canadian teachers learn about contemporary Japanese society in order to enhance the teaching of global perspectives.

LEX America
68 Leonard Street
Belmont, MA 02178
Tel. (617) 489-5800; FAX (617) 489-5898
Contact: Karin Christey

LEX, the Institute for Language Experience, Experiment and Exchange, arranges homestays in Japanese homes and vice versa. Two-week homestays for adults and summer programs for students are offered.

National Association of Secondary School Principals (NASSP)
School Partnership International - Japan
1904 Association Drive
Reston, VA 22091-1537
Tel. (703) 860-0200; FAX (703) 476-5432

The NASSP accepts applications for its School Partnership International Program, which involves high school students and their families as well as teaching staff and members of the community.

World Learning, Inc. and School for International Training
Kipling Road, P.O. Box 676
Brattleboro, VT 05302-0676
Tel. (800) 451-4465 or (800) 448-9944

This organization, formerly known as the U.S. Experiment in International Living, offers a wide variety of programs, including a summer program in Japan for high school students that focuses on language and culture. There is also a college-level semester in Japan program.

Youth for Understanding International Exchange
3501 Newark St., NW
Washington, DC 20016-3167
Tel. (800) 424-3691

Youth for Understanding is the largest exchange program for young people to go to Japan. They publish, *Introduction To Japan: A Workbook* (revised, 1995), a book for high school students that features readings and activities that can be completed in both the U.S. and Japan.

9. JAPAN - AMERICA SOCIETIES

Throughout the United States, there are Japan-America societies, founded to enhance understanding between the two cultures. Many of these offer programs, special events, services, and materials that are useful to educators. The National Association of Japan-America Societies (NAJAS) is a nonprofit, national organization that provides a cooperative network among the independent Japan-America Societies located throughout the United States. For more information contact National Association of Japan-America Societies, 333 E. 47th St., New York, NY 10017; Tel. (212) 715-1218; FAX (212) 715-1262. Member societies are listed below.

The Japan America Society of Alabama
Alabama World Business Center
1500 Resource Drive
Birmingham, AL 35242
Tel. (205) 250-4730; FAX (205) 250-4727
Contact: James Miles, Exec. Dir.

Japan-America Society of Arkansas
The Arkansas International Center
University of Arkansas at Little Rock
2801 South University
Little Rock, AR 72204
Tel. (501) 569-3282; FAX (501) 569-8538
Contact: Walter Nunn

Japan Society of Boston, Inc.
22 Batterymarch Street
Boston, MA 02109
Tel. (617) 451-0726; FAX (617) 451-1191
Contact: Charlotte A. Beattie, Exec. Dir.

The Japan-America Society of Florida, Inc.
Bellview Mido Resort - Palm Cottage
25 Bellview Blvd., P.O. Box 2317
Clearwater, FL 34617

or: P.O. Box 23744
Tampa, FL 33623
Tampa Tel. & FAX (813) 442-3148; Orlando office (407) 895-8272
Contact: Robert W. Payne, Exec. Dir.

Japan-America Society of Charlotte
Office of International Programs
UNC Charlotte
Charlotte, NC 29223
Tel. (704) 547-2727; FAX (704) 547-3168
Contact: Maria Domoto, Exec. Dir.

Japan America Society of Chicago, Inc.
225 West Wacker Drive, Suite 2250
Chicago, IL 60606
Tel. (312) 263-3049; FAX (312) 263-6120
Contact: Richard Soter, Exec. Dir.

Japan-America Society of Greater Cincinnati
300 Carew Tower, 441 Vine Street
Cincinnati, OH 45202-2812
Tel. (513) 579-3114; FAX (513) 579-3102
Contact: Amy Matsuzaki, Assoc. Director

Japan Society of Cleveland
Asia Plaza #210 B
2999 Payne Avenue
Cleveland, OH 44115
Tel. (216) 694-4774; FAX (216) 622-6009
Contact: Yoshiko Ikuta, Exec. Dir.

Japan America Society of Colorado
707 Seventeenth Street, Suite 2300
Denver, CO 80202
Tel. (303) 295-8862; FAX (303) 295-8829
Contact: Shinobu Yoshitomi, Exec. Dir.

Japan America Society of Dallas
P.O. Box 58095
Dallas, TX 75258
Tel. (214) 761-1791; FAX (214) 761-1793
Contact: Lois Stratton, Exec. Dir.

The Japan-America Society of Georgia
Suite 710, So. Tower
225 Peachtree St N.E.
Atlanta, GA 30303
Tel. (404) 524-7399; FAX (404) 524-8447
Contact: Hilda Lockhart, Exec. Dir.

Greater Detroit and Windsor Japan-America Society
Suite 1500, 150 West Jefferson
Detroit, MI 48226
Tel. (313) 963-1988; FAX (313) 963-8839
Contact: Shirley J. Baker, President

The Japan-America Society of Hawaii
P.O. Box 1412
Honolulu, HI 96806
Tel. (808) 524-4450; FAX (808) 524-4451
Contact: Earl Okawa, Exec. Dir.

The Japan-America Society of Houston
Suite 1760, 1360 Post Oak Boulevard
Houston, TX 77056
Tel. (713) 963-0121; FAX (713) 963-8270
Contact: Geraldine C. Gill, Exec. Dir.

Japan-America Society of Indiana, Inc.
Merchants Bank Building
Suite 200, 11 South Meridian Street
Indianapolis, IN 46204-3509
Tel. (317) 635-0123; FAX (317) 635-1452
Contact: Theresa A. Kulczak, Exec. Dir.

Japan/America Society of Kentucky
P.O. Box 333
Lexington, KY 40584
Tel. (606) 231-7533; FAX (606) 233-9407
Contact: Donald C. Schaeffer, Exec. Dir.

Japan America Society of Minnesota
43 Main Street, SE
Suite EH-401, Riverplace
Minneapolis, MN 55414
Tel. (612) 627-9357; FAX (612) 379-4120
Contact: Paul Sherburne, Project Director

The Japan-America Society of New Hampshire
P.O. Box 1226
Portsmouth, NH 03802-1226
Tel. (603) 433-1360; FAX (603) 431-8062
Contact: Charles B. Dolec, President

Japan Society, Inc.
333 East 47th Street
New York, NY 10017
Tel. (212) 832-1155; FAX (212) 755-6752
Contact: Ruri Kawashima, Director, U.S.-Japan Program

The Japan Society of Northern California
31 Geary Street
San Francisco, CA 94104
Tel. (415) 986-4383; FAX (415) 956-5772
Contact: Thomas A. Wilkins, Exec. Dir.

North Carolina Japan Center
NCSU, Box #8112
Raleigh, NC 27695-8112
Tel. (919) 515-3450; FAX (919) 515-3686
Contact: John Sylvester, Jr., Director

Japan-America Society of Oregon
221 N.W. Second Avenue
Portland, OR 97209
Tel. (503) 228-9411, ext.235;
FAX (503) 228-5126
Contact: Dixie McKeel, Exec. Dir.

Japan-America Society of Pennsylvania
500 Wood Street, 20th Floor
Pittsburgh, PA 15222
Tel. (412) 281-4440; FAX (412) 281-4460
Contact: Terri Dinger, Membership Dir.

Japan-America Society of Greater Philadelphia
1818 Market Street
c/o Greater Philadelphia First, Suite #3510
Philadelphia, PA 19103
Tel. (215) 575-2200; FAX (215) 575-2222
Contact: Catherine Nagel, Manager

Japan-America Society of Phoenix
6210 S. Thomas Road, Suite 101
Scottsdale, AZ 85251
Tel. (602) 947-1410 & 947-1066;
FAX (602) 947-1494
Contact: Penny Levy, Exec. Dir.

Japan America Society of Southern California
ARCO Plaza, Level C, 505 S. Flower Street
Los Angeles, CA 90071
Tel. (213) 627-6217; FAX (213) 627-1353
Contact: Michael Mullen, Exec. Dir.

Japan Society of South Florida
World Trade Center, Suite 2809
80 SW 8th Street
Miami, FL 33130
Tel. (305) 358-6006; FAX (305) 374-1030
Contact: Akiko Endo, Exec. Dir.

Japan America Society of St. Louis, Inc.
7 North Brentwood Boulevard
St. Louis, MO 63105
Tel. (314) 726-6822; FAX (314) 721-5083
Contact: Oliver A. Dulle, Jr., Mgr. Dir.

Japan-America Society of the State of Washington
Suite 1550, 1800 Ninth Avenue
Seattle, WA 98101-1322
Tel. (206) 623-7900; FAX (206) 343-7930
Contact: Susan S. Mochizuki, Exec. Dir.

The Japan-Virginia Society
Suite 304, 830 East Main Street
Richmond, VA 23219
Tel. (804) 783-0740; FAX (804) 643-3727
Contact: Barbara Nesbitt, Exec. Dir.

The Japan-America Society of Washington, Inc. (DC)
1020 19th Street, NW, Lower Level
Washington, DC 20006
Tel. (202) 833-2210; FAX (202) 833-2456
Contact: Patricia Kearns, Exec. Dir.

The Japan-America Society of Wisconsin, Inc.
756 N. Milwaukee Street
Milwaukee, WI 53202
Tel. (414) 287-4111; FAX (414) 271-7753
Contact: Miyuki Niino-Lucht, Exec. Dir.

In addition, there are some unaffiliated Japan-America Societies. These include:

Japan America Society of Austin
P.O. Box 5216
Austin, TX 78763-5216
Tel. (512) 322-0907
Contact: William Scaife, President

Japan-America Society of Connecticut
P.O. Box 252
Plainville, CT 06062-0252
Tel. (860) 233-6885
Contact: Takayuki Yoneda

Japan-U.S. Society of Greater Fairfield County, Inc.
c/o Bruce Museum
One Museum Drive
Greenwich, CT 06830
Tel. (203) 762-1141
Contact: Teruko Pace, President

The Japan America Society of Northwest Florida
UWF, 1100 University Parkway
Pensacola, FL 32514
Tel. (904) 474-3108; FAX (904) 474-3128
Contact: Shigeko Honda, Exec. Dir.

Friends of the Japanese House and Garden
P.O. Box 2224
Philadelphia, PA 19103

Japanese-American Society of Iowa, Inc.
P.O. Box 12093
Des Moines, IA 50312
Tel. (515) 961-3542
Contact: Diane Houghtaling, Recording Secretary

Japan-America Society, Ithaca Area
P.O. Box 4012
Ithaca, NY 14852
Tel. (607) 266-0721
Contact: Ayako Timmons

Kansas City Japan America Society
Apt. 604, Regency House
211 West 48th Street
Kansas City, MO 64112-2427
Tel. (816) 531-2219
Contact: Robert O. Knott, First Vice President

Japan America Society, c/o Alverson, Taylor, Mortensen, & Nelson
P.O. Box 26-479, 38821 W. Charleston
Las Vegas, NV 89126-0479
Tel. (702) 384-7000; FAX (702) 385-7000
Contact: Kenneth R. Ivory

Japan America Society of New Mexico
Center for the Study of Japanese Industry & Management of Technology
Mech. Eng. 432, Univ. of New Mexico
Albuquerque, NM 87131
Tel. (505) 277-1493; FAX (505) 277-1425
Contact: Lee Smith, Director

Japan-America Society of Maine
58 Fore Street, P.O. Box 8461
Portland, ME 04104
Tel. and FAX (207) 774-4014
Contact: Yaeko Collier

Institute for Japanese Studies
The Ohio State University
308 Dulles Hall, 230 West 17th Avenue
Columbus, OH 43210-1311
Tel. (614) 292-9660; FAX (614) 292-4725
Contact: Richard Moore, Program Coord.

Japan-America Society of Oklahoma
1624 NW 9th Street
Oklahoma City, OK 73106-4818
Contact: Jay Peckham, President

Japan-Oklahoma Society
115 East Grey
Norman, OK 73069
Tel. (405) 321-7260; FAX (405) 360-4679
Contact: Yoshi Sasaki, President

Japan-America Society of Rhode Island and Black Ships Festival, Inc.
28 Pelham Street
Providence, RI 02840
Tel. (401) 846-2720; FAX (401) 846-5600
Contact: David Rosenberg, Exec. V. Pres.

Japan America Society of San Antonio
P.O. Box 460444
San Antonio, TX 78246-0444
Tel. (210) 653-1866
Contact: Bill Picardo, President

The Japan Center of Tennessee
Cope Administration Building, Suite 218
Middle Tennessee State University
Murfreesboro, TN 37132
Tel. (615) 898-2229; FAX (615) 898-5906
Contact: Esther M. Seeman, Director

Japan America Society of Tucson
4541 East Tenth Street
Tucson, AZ 85711
Tel. (520) 881-5670
Contact: Minoru Yanagihashi, President

The Japan America Society of Tulsa
P.O. Box #52073
Tulsa, OK 74152
Contact: Jyo Umezawa, President

The Japan-America Society of Vermont, Inc.
29 Ethan Allen Avenue, Room 308
Fort Ethan Allen
Colchester, VT 05446-3154
Tel. & FAX (802) 655-4197
Contact: Phillipe Trotin, President

10. SISTER CITIES

In recent years the number of sister cities, counties, and states has grown. Many of these affiliations involve Japan and provide opportunities for exchange and partnerships. Affiliations as of January 1995 are listed below. Sister state affiliations are noted next to the appropriate state listing. For additional information please contact

Sister Cities International
120 South Payne Street
Alexandria, VA 22314
Tel. (703) 836-3535; FAX (703) 836-4815

ALABAMA
Birmingham - Hitachi
Dothan - Sakado
Mobile - Ichihara
Tuscaloosa - Narashino

ALASKA - Hokkaido Prefecture
Anchorage - Chitose
Homer - Teshio
Palmer - Saroma
Seward - Obihiro
Sitka - Nemuro
Wrangell - Noshiro

ARIZONA
Phoenix - Himeji

ARKANSAS
El Dorado - Zentsuji
Hot Springs - Hanamaki
Pine Bluff - Iwai

CALIFORNIA
Alameda - Arita-machi
Anaheim - Mito
Antioch - Chichibu
Bakersfield - Wakayama
Berkeley - Sakai
Brea - Hanno
Burbank - Ota
Carlsbad - Futtsu
Carson - Soka
Chula Vista - Odawara
Concord - Kitakami
Culver City - Kaizuka
Cupertino - Toyokawa
Delano - Arita
El Dorado - Warabi
Encinitas - Hondo

CALIFORNIA (cont.)
Eureka - Kamisu
Fairfield - Nirasaki
Fremont - Fukaya
Fresno - Kochi
Fullerton - Fukui
Gardena - Ichikawa
Gilroy - Tacco-machi
Glendale - Higashiosaka
Hemet - Kushimoto
Hercules - Tsushima
Hollister - Takino
Huntington Beach - Anjo
Irvine - Tsukuba
Kerman - Kannami
La Mirada - Isehara-shi
Lindsay - Ono
Livermore - Yotsukaido
Lodi - Kofu
Lomita - Takaishi
Long Beach - Yokkaichi
Los Angeles - Nagoya
Mendocino - Miasa
Modesto - Kurume
Montebello - Ashiya
Monterey Park - Nachikatsuura
Mountain View - Iwata
Napa - Iwanuma
Newport Beach - Okazaki
Oakland - Fukuoka
Oceanside - Fuji & Kisarazu
Pasedena - Mishima
Porterville - Mikkabi
Redlands - Hino
Richmond - Shimada
Riverside - Sendai
Rohnert Park - Hashimoto
Sacramento - Matsuyama
Salinas - Kushikino
San Bernardino - Tachikawa

CALIFORNIA (cont.)
San Bruno - Narita
San Diego - Yokohama
San Francisco - Osaka
San Jose - Okayama
San Mateo - Toyonaka
Santa Barbara - Toba
Santa Clara - Izumo
Santa Cruz - Shingu
Santa Monica - Fujinomiya
Saratoga - Muko
Sebastopol - Yamauchi
South San Francisco - Kishiwada
Stockton - Shimizu
Torrance - Kashiwa
Tracy - Memuro
Vallejo - Akashi
Visalia - Miki
Yuba City - Fujishiro

COLORADO
Aspen - Shimukappu
Colorado Springs - Fujiyoshida
Denver - Takayama

CONNECTICUT
New Britain - Atsugi

FLORIDA
Clearwater - Nagano
Delray Beach - Miyazu
Largo - Tosayamada
Miami - Kagoshima
Miami Beach - Fujisawa
Orlando - Urayasu
St. Petersburg - Takamatsu

GEORGIA - Kagoshima Prefecture & Tsushima Island
Augusta - Takarazuka
Columbus - Kiryu
Elberton - Mure
Gainesville - Ohito
La Grange - Aso
Macon - Kurobe
Plains - Oshino

HAWAII - Fukuoka & Okinawa Prefectures
Hawaii County - Nago, Okinawa
- Oshima Island

HAWAII (cont.)
Honolulu County - Hiroshima
- Naha
- Tokyo
Kauai County - Ishigaki
- Moriyama
- Oshima Island
Maui County - Hachijo Jima
- Hirara

IDAHO
Idaho Falls - Tokai Mura
Pocatello - Iwamizawa
Sun Valley - Yamanouchi

ILLINOIS
Bloomington-Normal - Asahikawa
Carbondale - Nakajo-Niigata
Chicago - Osaka
Decatur - Tokorozawa
Springfield - Ashikaga

INDIANA
Fort Wayne - Takaoka
Franklin - Kuji
Greenfield - Kakuda Miyagi
Lafayette - Ota
Mishawaka - Shiojiri
Terre Haute - Tajimi

IOWA - Yamanashi Prefecture
Des Moines - Kofu
Muscatine - Ichikawadaimon

KANSAS
Abilene - Minori
Lawrence - Hiratsuka

KENTUCKY
Bowling Green - Kawanishi
Elizabethtown - Koori Machi
Georgetown - Tahara
Lexington - Shizunai

MAINE
Portland - Shinagawa

MARYLAND - Kanagawa Prefecture
Baltimore - Kawasaki

MASSACHUSETTS - Hokkaido Prefecture
Arlington - Nagaokakyo
Boston - Kyoto
Cambridge - Tsukuba & Yatabe
Fairhaven - Tosashimizu
Medford - Nobeoka

MICHIGAN - Shiga Prefecture
Adrian - Moriyama City
Ann Arbor - Hikone
Battle Creek - Takasaki
Birmingham - Ritto
Detroit - Toyota
Grand Rapids - Omihachiman
Grosse Pointe Farms - Imazu
Kalamazoo - Numazu
Lansing - Otsu
Marquette - Yokaichi
Marshall - Koka
Midland - Handa
Mt. Pleasant - Okaya
Petoskey - Makino
Pontiac - Kusatsu
Saginaw - Tokushima
Sault-Ste. Marie - Ryuo
Sturgis - Shigaraki
Wyandotte - Komaki

MINNESOTA
Duluth - Ohara
Maple Grove - Shimamotocho
Minneapolis - Ibaraki
St. Cloud - Yuwa Town
St. Paul - Nagasaki

MISSOURI - Nagano Prefecture
Columbia - Matto City
Grand View - Haruna, Gunma
Independence - Higashimurayama
Kansas City - Kurashiki
Springfield - Isesaki
St. Louis - Suwa

MONTANA - Kumamoto Prefecture
Livingston - Naganohara

NEBRASKA
Omaha - Shizuoka

NEW JERSEY
Elizabeth - Kitami
New Brunswick - Fukui & Tsuruoka

NEW MEXICO
Albuquerque - Sasebo

NEW YORK
Buffalo - Kanazawa
Corning - Osuka
Glens Falls - Saga City
Hempstead - Sawara
Horseheads (Village of) - Batomachi
Lynbrook - Tobaru
New York City - Tokyo

NORTH CAROLINA
Durham - Toyama

OHIO
Barberton - Settsu
Cincinnati - Gifu
Dayton - Oiso
St. Marys - Hokudan

OKLAHOMA - Kyoto Prefecture
Shawnee - Nikaho
Stillwater - Kameoka
Tulsa - Utsunomiya

OREGON - Toyama Prefecture
Albany - Tatsuno
Beaverton - Gotemba
Canby - Kurisawa
Coos Bay - Choshi
Eugene - Kakegawa
Forest Grove - Nyuzen
Gresham - Ebetsu
Hillsboro - Fukuroi
Hood River - Tsuruta
Milwaukie - Iwaki
Newport - Mombetsu
Ontario - Sayama
Oregon City - Tateshina
Portland - Sapporo
Roseburg - Shobu
Salem - Kawagoe

PENNSYLVANIA
Bethlehem - Tondabayashi
Chambersburg - Gotemba
Upper Darby - Motoyama

RHODE ISLAND
Newport - Shimoda

SOUTH DAKOTA
Rapid City - Imaichi

TENNESSEE
Athens - Isahaya
Hendersonville - Tsuru

TEXAS
Austin - Oita City
Beaumont - Beppu
Corpus Christi - Yokosuka
Fort Worth - Nagaoka
Galveston - Niigata
Houston - Chiba
Huntsville - Miiharu
Pasedena - Hadano
San Antonio - Kumamoto
Southlake - Toyomo City
Tyler - Yachiyo City

UTAH
Salt Lake City - Matsumoto

VIRGINIA
Newport News - Neyagawa
Norfolk - Kitakyushu
Richmond - Urawa
Virginia Beach - Miyazaki

WASHINGTON - Hyogo Prefecture
Auburn - Kasugai
Bellevue - Yao
Bellingham - Tateyama
Bremerton - Kure
Brewster - Takahagi
Camas - Hosoe
Edmonds - Hekinan
Everett - Iwakuni
Kent - Kaibara
Moses Lake - Yonezawa
Olympia - Yashiro
Puyallup - Kijima
Renton - Nishiwaki
Seattle - Kobe
Spokane - Nishinomiya
Tacoma - Kitakyushu
Tukwila - Ikawa
Walla Walla - Sasayama
Wenatchee - Kuroishi & Misawa
Yakima - Itayanagi

WISCONSIN - Chiba Prefecture
Appleton/Fox Cities - Kanonji-Kagawa
Ashland - Takaisha City, Osaka
Menomonie - Minaminasu
Racine - Oiso
Rice Lake - Miharu-Machi

Those interested in exchange might want to purchase *City-to-City/School-to-School: A Handbook of Guidelines for Establishing and Maintaining Sister City/ Sister School Relationships* for $6.00 from Shirley Davis Schumacher, Clague Middle School, 2616 Nixon Road, Ann Arbor, MI 48105; Tel. (313) 994-1982.

11. LANGUAGE

In recent years there has been an explosion of programs for teaching the Japanese language at the kindergarten through 12th grade levels. The sources below provide assistance for teachers.

American Council on the Teaching of Foreign Languages (ACTFL)
6 Executive Plaza
Yonkers, NY 10701-6801
Tel. (914) 963-8830

Typically, at the ACTFL annual meeting, there are several sessions and meetings on teaching the Japanese language at the K-12 level.

Arizona Association of Teachers of Japanese (AATJ)
ASU, Department of Foreign Languages
Box 870202
Tempe, AZ 85287
Tel. (602) 965-6281; FAX (602) 965-0135
Contact: Fumiko Foard

Association of Indiana Teachers of Japanese (AITJ)
Franklin Comm. HS, 625 Grizzly Cub Dr.
Franklin, IN 46131
Tel. (317) 738-5700; FAX (317) 738-5703
Contact: Kathleen Streit

Association of Teachers of Japanese (ATJ)
Hillcrest 9, Middlebury College
Middlebury, VT 05753
Tel. (802) 388-3711, ext. 5915; FAX (802) 388-4329

This organization provides numerous resources, services and programs, including a useful newsletter.

Association of Teachers of Japanese in Oregon (ATJO)
Catlin Gabel High School, 8825 SW Barnes Road
Portland, OR 97225
Tel. (503) 297-1894
Contact: Kate Yonezawa

Carolina Association of Teachers of Japanese (CATJ)
2840 S. College Road, Suite 326
Wilmington, NC 28412
Tel. (919) 452-5779; FAX (919) 452-0542
Contact: Yoko Kano

Colorado Japanese Language Association (CJLA)
Teikyo Loretto Heights University
3001 S. Federal Blvd.
Denver, CO 80236
Contact: Hiroko Storm

Delaware Valley Teachers of Japanese (DVTJ)
18 Featherbed Avenue
Haverford, PA 19041
Tel. & FAX (215) 642-7401
Contact: Chika Inoue

Florida Teachers of Japanese (FTJ)
Florida Atlantic University, P.O. Box 3091
Boca Raton, FL 33431-0991
Tel. (407) 367-3845; FAX (407) 369-2752
Contact: Mark L. Blum

Georgia Association of Teachers of Japanese (GATJ)
Savannah HSI, 9111 White Bluff Road, #29
Savannah, GA 30602-6204
Tel. (912) 920-3229
Contact: Hiroyuki Kuno

Hawaii Association of Teachers of Japanese (HATJ)
EALL, University of Hawaii
1890 East-West Road
Honolulu, HI 96804
Tel. (808) 396-6084; FAX (808) 956-2666
Contact: Fumiteiru Nitta

Illinois Association of Teachers of Japanese (IATJ)
Urbana Middle School, 1201 S. Vine
Urbana, IL 61801
Tel. (217) 384-4685
Contact: Takuo Kinoshita

Intermountain Association of Japanese Language Teachers (IAJLT)
475 E. 700 South
Orem, UT 84058
Tel. (801) 226-0547
Contact: Shauna Palmer

Japan Foundation Language Center (JFLC)
The Water Garden, Suite 620 E
2425 Olympic Blvd.
Santa Monica, CA 90404-4034
Tel. (310) 449-0027; FAX (310) 449-1127

Various kinds of language assistance services are provided by this center which also serves as a clearinghouse for information about Japanese language instruction in the U.S. A helpful newsletter, *The Breeze*, is available free of charge.

Japanese Language Teachers Network (JLTN) Quarterly
University HSl, 1212 West Springfield Ave.
Urbana, IL 61801
Tel. (217) 244-4808; FAX (217) 244-4948
Contact: Barbara Shenk

JLTN publishes a useful quarterly and acts as a clearinghouse for information about resources, professional opportunities, and employment in the field of precollegiate Japanese language instruction.

Japanese Teachers Association of Texas (JTAT)
P.O. Box 800605
Houston, TX 77280-0605
Tel. & FAX (713) 463-8017
Contact: Kagenobu Nakamoto

Missouri Association of Japanese Teachers (MAJT)
2113 E. Woodhaven Place
Springfield, MO 65804
Tel. (417) 883-1051
Contact: Janet Akaike-Toste

National Council of Secondary Teachers of Japanese (NCSTJ)
3339 Tempest
Lake Oswego, OR 97035
Tel. (503) 697-8560; FAX (503) 657-8710
Contact: Hitomi Tamura

This organization was established by a group of secondary teachers and advisers with the assistance of the Japan Foundation Language Center, the National Council of Organizations of Less Commonly Taught Languages and the National Foreign Language Center. Its newsletter is called *Oshirase*.

National Foreign Language Center
1619 Massachusetts Avenue, NW
Washington, DC 20036
Tel. (202) 667-8100; FAX (202) 667-6907

Publications include, *Japanese Language Instruction in the United States: Resources, Practice, and Investment Strategy* and *A Framework for Introductory Japanese Language Curricula in American High Schools and Colleges.*

Northeast Association of Secondary Teachers of Japanese (NEASTJ), c/o United Nations International School
24-50 FDR Drive
New York, NY 10010-4046
Tel. (212) 696-0347
Contact: Kazuo Tsuda

Northern California Japanese Teachers Association (NCJTA)
Foreign Language Department, City College of San Francisco
Box A58, 50 Phelan Avenue
San Francisco, CA 94112
Tel. (415) 239-3275
Contact: Fumiko Grant

Southeastern Association of Teachers of Japanese (SEATJ)
Department of Languages, Clemson University
704 Strode Tower
Clemson, SC 29634-1515
Tel. (803) 656-5393; FAX (803) 656-0258
Contact: Toshiko Kishimoto

Southwestern Secondary Teachers of Japanese (SWSTJ)
P.O. Box 390070
Mountain View, CA 94039-0070
Tel. (415) 941-6714; FAX (415) 941-4712
Contact: Teruyo Yuasa

Teachers of Japanese in Southern California (TJSC)
UCLA - East Asian Languages and Cultures
290 Royce Hall
Los Angeles, CA 90024
Tel. (310) 206-8235; FAX (310) 692-8880
Contact: Masako Douglas

Virginia Association of Secondary Teachers of Japanese (VASTJ)
5012 Chelsea Brook Lane
Glen Ellyn, VA 23060
Tel. (804) 965-9143
Contact: Rebecca Still

Washington Association of Teachers of Japanese (WATJ)
Juanita High School
10601 NE 132nd Street
Kirkland, WA 98034
Tel. (206) 823-7600
Contact: Kim Roberts

Washington Association of Teachers of Japanese - Spokane
Joel E. Ferris High School, E. 3020 37th Street
Spokane, WA 99202
Tel. (509) 353-4400
Contact: Yuko Akamatsu

Wisconsin Association of Teachers of Japanese (WATJ)
Greenfield HS, 4800 S. 60th Street
Greenfield, WI 53220
Tel. (414) 281-6200; FAX (414) 281-8860
Contact: Akiko Uchiyama

12. PUBLISHERS, DISTRIBUTORS, and NEWSLETTERS

Although a comprehensive listing of publishers and distributors of Japan-related materials is not provided here, several sometimes overlooked sources are noted. A large number of newsletters on Japan have recently appeared. While many are written for a business audience, those noted below have material useful in K-12 classrooms.

Agency for Instructional Technology (AIT)
Box A
Bloomington, IN 47402-0120
Tel. (812) 339-2203

AIT offers a wide variety of resources, including their series *Global Geography*, which features a program on interdependence with Japan. In addition, their quarterly newsletter highlights new global instructional programs.

Asian American Curriculum Project
234 Main Street, P.O. Box 1587
San Mateo, CA 94401
Tel. (800) 874-2242; FAX (415) 343-5711

This non-profit, volunteer service by dedicated Asian Americans has become the most complete outlet for Asian American books and other educational materials in the United States. Contact them for a catalogue of their comprehensive collection.

Children's Television Workshop
School Services Division
One Lincoln Plaza
New York, NY 10023
Tel. (212) 595-3456

"3-2-1 Contact: Japan Week" is the name of a five-part series produced by the Children's Television Workshop that focused on science as well as on aspects of Japanese life. Titles for each 27-minute programs are *Precious Oysters, Rare Salamanders* (environment and biology); *Landslide* (Mt. Fuji and geology); *Paper and Kites* (general science); *Earthquake* (geology); and *Judo and Computers* (Japanese language and mathematics). Also available is *Big Bird in Japan*.

Council on International & Public Affairs, Inc.
Suite 3C, 777 United Nations Plaza
New York, NY 10017
Tel. (800) 316-2739; FAX (212) 972-9878

This organization distributes *Through Japanese Eyes* (revised 1994) in a one-volume format.

Foundation for Children's Books, Inc.
30 Common Street
Watertown, MA 02172

A special 8-page issue, *Crossing the Pacific: Books about Japan and Japanese Americans* (Volume 1, 1993), provides a wealth of information.

Gateway Japan
c/o National Planning Association
Suite 700, 1424 - 16th Avenue, NW
Washington, DC 20036
Tel. (202) 884-7646; FAX (202) 265-4673

This clearinghouse for Japan-related information offers an on-line information retrieval and communication system. Also available are a number of publications, including *Academic Focus Japan*.

Great Plains National Television Library
P.O.Box 80669
Lincoln, NE 68501
Tel. (800) 228-4630

This agency distributes two acclaimed video series, *Japan: The Living Tradition* and *Japan: The Changing Tradition*. Also available is *Japan 2000: A View from Within and Global Perspectives*—part of the *Japan: Toward the 21st Century Project*.

Intercultural Press, Inc.
P.O. Box 700
Yarmouth, ME 04096-0700
Tel. (207) 846-5168; FAX (207) 846-5181

Intercultural Press offers a number of useful resources, including *With Respect to the Japanese, Intercultural Contact: The Japanese in Rutherford County Tennessee*, and *Transcending Stereotypes*.

Japan Documentation Center (JDC)
Library of Congress
Washington, DC 29540-4745
Tel. (202) 707-5581; FAX (202) 707-9115

JDC provides current information on Japan in a wide range of public policy and research fields, including legislation, judicial decisions, economics,

commerce and industry, the environment, politics, social conditions, and national defense. Although JDC primarily serves Congress, it welcomes requests from individual researchers and organizations.

The Editor, *The Japan Foundation Newsletter*
Publications Department, The Japan Foundation
Park Building, 3-6 Kioi-cho
Chiyoda-ku
Tokyo 102, Japan

The Japan Foundation Newsletter, available free of charge, typically carries a lead article focusing on an important cultural topic and includes the latest research.

Japan Link
The Laurasian Institution
Operations Center, P.O. Box 166
Atlanta, IL 61723
Tel. (309) 467-2208

Focusing on issues making headlines in Japan, *Japan Link* explores the "Who, What, Where, and When" of Japanese news, with a unique perspective on the cultural "Why and How."

***The Japan Times* Weekly, International Edition**
3655 Torrance Blvd., Suite 260
Torrance, CA 90503
Tel. (800) 446-0200

This international, English-language, weekly edition presents a wide array of articles, including issues from the Japanese perspective.

Kamishibai for Kids
P.O. Box 20069, Park West Station
New York, NY 10025-1510
Tel. & FAX (212) 662-5836

Dual English and Japanese versions of *kamishibai*, traditional Japanese picture-card stories, are available from this group of educators. Contact them for current titles and prices.

Kinokuniya Bookstore
10 West 49th Street (at Rockefeller Plaza)
New York, NY 10020
Tel. (212) 765-1461/2; FAX (212) 541-9335

Kinokuniya Book Stores offer a comprehensive selection of books on Japan. Contact one of the following stores for details.

Kinokuniya Bookstore
595 River Road, #B-101
Edgewater, NJ 07020
Tel. (201) 941-7580; FAX (201) 941-6087

Kinokuniya Bookstore
1581 Webster St.
San Francisco, CA 94115
Tel. (415) 567-7625; FAX (415) 567-4109

Kinokuniya Bookstore
675 Saratoga Avenue
San Jose, CA 95129
Tel. (408) 252-1300; FAX (408) 252-2687

Kinokuniya Bookstore
123 Astronaut Ellison S. Onizuka St., Suite 205
Los Angeles, CA 90012
Tel. (213) 687-4447/4480;
FAX (213) 621-4456

Kinokuniya Bookstore
2141 West 182nd St.
Torrance, CA 90504
Tel. (310) 327-6577; FAX (310) 327-4395

Kinokuniya Bookstore
665 Paularino Avenue
Costa Mesa, CA 92626
Tel. (714) 434-9986; FAX (714) 434-6861

Kinokuniya Bookstore
519 6th Avenue, South
Seattle, WA 98104
Tel. (206) 587-2477; FAX (206) 587-0160

Kodansha International/USA Ltd.
114 Fifth Avenue
New York, NY 10011
Tel. 212 727-6460
To order contact:
Putnam - Berkeley Group
390 Murray Hill Parkway
East Rutherford, NJ 07073
Tel. (800) 638-3030

This is perhaps the largest publisher and distributor of Japan-related publications. The *Kodansha Encyclopedia of Japan* is the most comprehensive reference work compiled on a single nation. The nine volume work contains 10,000 articles on every

dimension of Japanese culture. This is also available in a two-volume, condensed version.

Mangajin
P.O. Box 7119
Marietta, GA 30065
Tel. (800) 552-3206; FAX (404) 590-0890

This periodical utilizes a *manga* (comic book) format to teach Japanese language and culture. Issues of this magazine also include book reviews and articles on popular culture. In addition, print and software materials on Japanese language and culture are available, as is a new periodical, *Japan Related*.

Sasuga Japanese Book Store
7 Upland Road
Cambridge, MA 02140
Tel. (617) 497-5460; FAX (617) 497-5362

This full service bookstore provides workshops and also a special resource, *Secondary School Resources List*.

Shen's Books and Supplies
821 S. First Avenue
Acadia, CA 91006
Tel. (800) 456-6660

A number of useful items are available, including *Obon*, a multimedia unit focused on a Japanese-American girl's first experience of *Obon*.

Shibumi Trading Ltd.
P.O. Box 1-F
Eugene, OR 97440
Tel. (800) 843-2565

This distributor specializes in Asian/Asian-American books. Their catalogue features a number of items from Japan, including special "School Packages" that focus on Japanese or Chinese culture.

Social Studies School Service
10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232-0802
Tel. (800) 421-4246; FAX (800) 944-5432

Social Studies School Service distributes a wide variety of materials, including some developed by non-profit outreach projects. Contact them for a free catalogue.

Charles E. Tuttle Co., Inc.
Airport Industrial Park
RR 1, Box 231-5
North Clarendon, VT 05759-9700
Tel. (800) 526-2778; FAX (800) FAX-TUTL

A wide range of books on Japanese culture and language are available from this publisher.

***Understanding Japan*, c/o Sogo Way**
1099 18th Street No. 2020
Denver, CO 80202
Tel. (303) 292-3001; FAX (303) 292-5006

Understanding Japan is a newsletter that educators have found to be a good source of accurate, contemporary cultural information. Contact Sogo Way for subscription information.

Upper Midwest Women's History Center/ Crossroads Center, Hamline University
1536 Hewitt Avenue
St. Paul, MN 55104-1284
Tel. (612) 644-1727; FAX (612) 926-2958

Perhaps the most useful resource for teaching about women, *Women in Japan*, is available from the Upper Midwest Women's History Center. These curriculum materials include videocassettes, a paperback, and a unit test. Contact the Center for information on these and other resources.

World Eagle, Inc.
111 King Street
Littleton, MA 01460-1527
Tel. (800) 854-8273; FAX (508) 486-9652

Omiyage, an exciting multimedia resource focusing on Japanese language and culture is available from World Eagle. Contact World Eagle for information about this and other resources, including their *Asia Today* atlas.

Zephyr Press
P.O. Box 66006-1
Tucson, AZ 85728-6006
Tel. (520) 322-5090

Zephyr distributes *Early Japan*, a self-directed study of ancient Japanese culture with reproducible sheets of suggestions for student research projects for grades K-3 and 4-8.

13. FUNDING

Although funding for Japan-related activities is available from numerous sources, including local ones, the sources of funding noted below often fund projects related to Japan. Contact each foundation to obtain the most recent guidelines.

Center for Global Partnership of the Japan Foundation
152 West 57th Street, 39th Floor
New York, NY 10019
Tel. (212) 489-1255; FAX (212) 489-1344

Hitachi Foundation
1509 22nd Street, NW
Washington, DC 20037
Tel. (202) 457-0588, ext. 551

Japan Foundation - New York Office
152 West 57th Street, 39th Floor
New York, NY 10019
Tel. (212) 489-0299; FAX (212) 489-0409

Japan Foundation - Los Angeles Office
The Water Garden, Suite 620 E
2425 West Olympic Blvd.
Santa Monica, CA 90404-4034
Tel. (310) 449-0027; FAX (310) 449-1127

Matsushita Foundation
One Panasonic Way
Seacaucus, NJ 07094
Tel. (201) 392-4132

United States - Japan Friendship Commission
1120 Vermont Avenue, NW, Suite 925
Washington, DC 20005
Tel. (202) 275-7712; FAX (202) 275-7413

United States - Japan Foundation
145 East 32nd Street
New York, NY 10016
Tel. (212) 481-8753; FAX (212) 481-8762

Part III

ERIC Resources for Teaching about Japan

The resources on teaching about Japan in this annotated bibliography of curriculum materials and journal articles were taken from the ERIC database. These items can be recognized by the ED and EJ numbers that are printed at the beginning of the records.

ERIC (Educational Resources Information Center) is a nationwide educational information system operated by the Office of Educational Research and Improvement of the U.S. Department of Education. ERIC is a nationwide network of sixteen clearinghouses, each one specializing in a particular subject area. Each clearinghouse in the ERIC system has responsibility for acquiring, processing, and reporting about the significant educational literature in its subject field. The ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) at the Social Studies Development Center of Indiana University monitors trends and issues about the teaching and learning of history, geography, civics, economics, and other subjects in the social studies/social sciences.

ERIC documents are abstracted monthly in ERIC's *Resources in Education (RIE)* index. RIE indexes are available in more than 850 libraries throughout the country. These libraries may also have a complete collection of ERIC documents on microfiche for viewing and photocopying.

ERIC documents may be purchased from the ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 100, Springfield, Virginia 22153-2852, in microfiche (MF). Some documents may also be available in paper copy (PC). The telephone numbers are (703) 440-1400 or (800) 443-3742. The FAX number is (703) 440-1408. When ordering by mail, be sure to include the ED number, specify either MF or PC, if available, and enclose a check or money order.

The journal article annotations appear in *Current Index to Journals in Education (CIJE)*, which is also published on a monthly basis and is available at libraries throughout the country. As with the RIE abstracts, the CIJE annotations aim to briefly introduce the article. The reader should locate the complete article in a local library or order it through Interlibrary Loan. Reprints of the articles may be obtained from University Microfilms International (UMI), UMI InfoStore, 500 Sansome Street, Suite 400, San Francisco, CA 94111-3219; tel. (800) 248-0360.

The ERIC documents and articles included in this publication are merely a few of the many curriculum materials, background papers, and articles that can be found in the ERIC database on teaching about Japan. These items exemplify the large pool of documents and articles on this topic that can be obtained through ERIC.

Readers are encouraged to conduct their own searches of the ERIC database to discover the most recent materials. More than 2,600 new records are added to the database monthly. Educators will find these materials a valuable resource for fostering understanding about Japan.

For more information, please contact: Vickie Schlene, ERIC/ChESS Coordinator for User Services and Products, (800) 266-3815.

ED 316 491
Backler, Alan L. GLOBAL GEOGRAPHY. A TEACHER'S GUIDE. Bloomington, IN: Agency for Instructional Technology, 1988.

Global Geography is a series of ten 15-minute video programs that help students think their way through important issues and increase their understanding of world geography. This guide is designed to help teachers use the video programs for their fullest possible instructional value. Each of the lessons, keyed to the video programs, contains a summary of the conceptual and thematic foundations of the video program, a summary of what appears on the screen, a glossary of key terms, and suggestions for activities before and during the program to help students understand the issues that have been introduced.

ED 296 935
Barker, Bruce, and Duane Christian, comps. A COLLECTION OF TEACHING UNITS ABOUT JAPAN FOR SECONDARY SOCIAL STUDIES TEACHERS. Lubbock, TX: Texas Tech Univ., Coll. of Education, 1988.

This document contains a collection of eight selected secondary level units of study about Japan. Individual units were planned and written by teachers who participated in the first Southwest Program for Teaching about Japan (SPTAJ) study tour to that country during 1987. Most of the units contain: (1) an introduction; (2) background materials; (3) a resource list; (4) lesson plans; and (5) supplementary materials. Charts, pictures, and maps are included.

EJ 468 084
Barton, Paul. *Lessons from Abroad* [Book Review]. AMERICAN EDUCATOR: THE PROFESSIONAL JOURNAL OF THE AMERICAN FEDERATION OF TEACHERS 17 (Summer 1993): 16-17, 47.

Presents findings from this condensation of major studies of the differences among U.S., Chinese, and Japanese education. Explanations for the superior performance of Chinese and Japanese students are explored in the areas of home and parents, effort and ability, organization of schooling, and teachers and teaching.

ED 341 596
BASIC FACTS AND FIGURES ABOUT THE EDUCATIONAL SYSTEM IN JAPAN. Toyko, Japan: National Inst. for Educational Research, 1990.

Tables, charts, and graphs convey supporting data that accompany text on various aspects of the Japanese educational system presented in this booklet.

ED 363 547
Bleiker, Chuck, and Kim Marra. DEVELOPMENT OF SPATIAL UNDERSTANDING IN JAPANESE AND AMERICAN CHILDREN'S DRAWINGS. Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

This paper examines art, a discipline that bears striking parallels, and differences, in the way it is practiced and valued in the United States and Japan. The findings of the study suggest that conceptual understanding is different from achievement.

ED 327 426
Borries, Richard. "HANDS ON" JAPAN. Evansville, IN: Evansville-Vanderburgh School Corp., 1989.

Cultural learning kits designed by Evansville, Indiana teachers, supervisors, and community advisory groups were compiled to provide information about Japan to community organizations and students. This document provides a key to the contents of the kits. The kits contain teaching materials and information about food, school materials, language items, art, clothing, toys, maps, cultural items, festivals, and religion.

EJ 476 703
Bridges, Bob. *Helping Teachers Educate for Democracy: Teacher Programs and Institutes*. SOCIAL STUDIES 84 (September-October 1993): 202-06.

Describes the teacher education programs of the Close Up Foundation. Discusses a week-long Washington, DC, program that brings students and teachers in contact with elected and appointed public officials, lobbyists, and media representatives. Outlines a summer institute program and an exchange program for U.S. and Japanese teachers.

EJ 420 702
DeCoker, Gary, and Mercedes Ballou. *Evaluating K-3 Non-Fiction Books on Other Cultures: Analyzing Two Books about Japan*. SOCIAL STUDIES AND THE YOUNG LEARNER 2 (January-February 1990): 13-15.

Demonstrates a procedure for teachers to use when evaluating multicultural books by reviewing two primary-level nonfiction books about Japan. Analyzes the use of photographs and the representation of the culture. Points out that, although nonfiction is valuable when teaching about other cultures, teachers should critically examine such books.

ED 352 212
Des Chenes, Kathryn, and Navaz P. Bhavnagri. JAPAN THROUGH FOLKTALES AND ACTIVITIES: A UNIT FOR KINDERGARTEN, 1992.

This report describes an intervention to improve American kindergarten children's understanding of Japanese culture. The intervention consisted of a curriculum unit presented in a kindergarten class of 14 American and 7 Japanese children in Brookline, Massachusetts. The curriculum was presented in 26 lessons over a 3-month period.

ED 344 567
DEVELOPMENT OF THE "STANDARD EDUCATIONAL MATERIALS LIST." AUDIOVISUAL INSTRUCTIONAL MATERIALS. AVE IN JAPAN NO. 30. Toyko, Japan: Japan Audio-Visual Education Association, 1991.

This manual provides information about the new list first in Japanese and then in an English language version. The new list outlines the standard types and quantities of educational and instructional materials deemed necessary in effecting the new course of study at the compulsory education level. It presents these goals and serves as a guide for each school to follow.

EJ 433 686
Ellington, Lucien, and James Muntean. *Economics Teachers' Attitudes about and Treatment of Japan*. THEORY AND RESEARCH IN SOCIAL EDUCATION 19 (Winter 1991): 69-82.

Discusses research into high school economics teachers' attitudes about U.S.-Japan trade policy and teaching about Japan. Compares teachers' and general public's responses to Harris poll on U.S.-Japan trade relations. Reports that, although 91 percent of teachers believe they should teach about Japan, only 53 percent spend 2-5 class periods on Japan. Reports teachers more strongly favor free trade policies.

EJ 453 678
Fujioka, Nobukatsu. *The Current Situation on Teaching about World War II in Japanese Classrooms*. INTERNATIONAL JOURNAL OF SOCIAL EDUCATION 6 (Winter 1991-92): 20-40.

Presents results of a questionnaire asking Japanese teachers how and what they teach about World War II. Reports that survey included broad and narrow questions on the war in Asia, Europe, and the Pacific. Concludes that Japan's postwar peace education has been a success but that more emphasis needs to be placed on cause and effect in history.

ED 308 127
GLOBAL STUDIES, GRADE 9. EAST ASIA-JAPAN UNIT. Brooklyn, New York: New York City Board of Education, Div. of Curriculum and Instruction, 1988.

This curriculum guide is designed to assist teachers and supervisors in the implementation of the New York State Global Studies syllabus. The materials presented in this guide represent suggested approaches for teaching the unit on East Asia-Japan. A calendar of lessons which details lesson aims and major ideas to be learned is included.

ED 332 937
Gluck, Carol, and others. JAPAN IN A WORLD CULTURES SOCIAL STUDIES CURRICULUM: A GUIDE FOR TEACHERS. New York: Columbia Univ., East Asian Inst., 1989.

This document on Japan is designed for the ninth grade and is based on a 4-week unit of 15 to 20 class lessons focusing on several themes, including cultural borrowing and Japan and the world. A timeline and maps are also included as well as an extensive list of audio-visual resources on Japan.

EJ 445 151
Heinz, A. Elgin. *Teaching about Japan 1941-1991: A Personal Retrospective*. SOCIAL EDUCATION 55 (November-December 1991): 450-54.

Discusses a teacher's views of changes in education about and attitude toward Japan as it shifted from a military to an economic power. Describes pre-World War II views of Japan and the evolution of U.S. public opinion over time. Includes information on university outreach programs, private cooperative groups, resource centers, and teacher travel and exchange programs.

ED 329 487
Heinz, A. Elgin, comp. STEPPING-STONES: TEACHING ABOUT JAPAN IN ELEMENTARY GRADES. SELECTED LESSON PLANS FROM THE "JAPAN ALUMNI". San Francisco, CA: U.S.-Japan Education Group, 1988.

This document is a compilation of 30 lesson plans for teaching about Japan in elementary grades.

ED 363 879
Hill, Jeff. DEVELOPING WRITING AND THINKING SKILLS IN THE STUDENT. Japan: Hokkaido International School, 1993.

An English teacher at Hokkaido International School, Japan, guided his students through the writing process of thinking up ideas for writing topics and developing and revising those ideas into competent works.

EJ 480 319
Hirshfield, Claire. *Using Classroom Quality Circles to Combat Japanophobia*. SOCIAL STUDIES 85 (January-February 1994): 11-15.

Discusses growing concern about negative attitudes toward Japan and Japanese people among secondary school and college students. Describes the use of quality control circles to bridge the cultural divide. Reports on the success of the program and argues that teachers have a responsibility to promote cultural understanding and diversity.

ED 329 507
Holmes, Stanley T., III. AMERICAN FOCUS ON WORLD CONSTITUTIONS. TEACHER'S GUIDE. Salt Lake City, UT: Utah Endowment for the Humanities, 1988.

This curriculum project was designed to familiarize high school students with their own constitutional roots while gaining a better understanding of governmental systems developed by other nations.

EJ 478 448
Ito, Kinko. *Teaching the Sociology of Japan*. TEACHING SOCIOLOGY 21 (October 1993): 371-76.

Asserts that the United States and Japan exist in a symbiotic partnership and that sociology courses provide an excellent opportunity to teach about multicultural issues. Describes a college-level course on the sociology of Japan. Discusses teaching methods, instructional materials, and the potential for team-teaching.

ED 350 879
Jaquith, Paul, ed. *Content-Based Language Teaching*. CROSS CURRENTS 18 (special issue) Winter 1991.

This special theme issue is devoted to the topic of "content-based language teaching" and contains nine lessons.

ED 324 262
Joyal, Lloyd H., and Miriam B. Hansen. CLASSROOM ACTIVITIES IN JAPANESE CULTURE AND SOCIETY. Bulletin No. 0340. Madison, WI: Wisconsin State Dept. of Public Instruction, 1990.

Background material on the history, geography, culture, government, educational system, and everyday life of the Japanese people is presented in this curriculum guide, which is intended as a source book for teachers and administrators who would like to improve their curricular offerings and understanding regarding Japan.

ED 306 167
Kay, Karen. JAPAN: GEOGRAPHY, CUISINE, AND CULTURE. New Haven, CT: East Asian Outreach Program, 1985.

These materials are designed as four modules: geography, foods, the kitchen, and culture and are to be used singly or jointly as a unit on Japanese food and culture.

EJ 467 910
Kiester, Gloria J. *A Look at Japanese Music Education*. MUSIC EDUCATORS JOURNAL 79 (February 1993): 42-48.

Describes the role of arts education and, specifically, music education in Japanese schools. Outlines the music curriculum and teaching methods in elementary and secondary schools. Describes the role of western music and compares music education in Japan and the United States.

ED 302 489
Kirkwood, Toni Fuss. DISCOVERING JAPAN TODAY: A THREE-WEEK TEACHING-LEARNING UNIT FOR UPPER ELEMENTARY GRADES. Miami, FL: Florida International University, 1988.

This 3-week teaching unit on Japan is designed to promote inspiration and motivation for teaching Japanese culture to elementary students. The booklet contains course objectives, teacher instructions, a list of instructional materials and films, and a daily outline consisting of class activities and teacher guidance instructions.

ED 348 867
Kishimoto, Toshiko. TEACHING BUSINESS JAPANESE AND CULTURE USING AUTHENTIC MATERIALS: A POPULAR TELEVISION DRAMA. Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (Ypsilanti, MI, March 26-28, 1992).

This report delves into the use of Japanese television drama to help language students understand the style of Japanese communication and improve their communicative ability.

EJ 426 395
Klaus, Luhmer. *Moral Education in Japan*. JOURNAL OF MORAL EDUCATION 19 (October 1990): 172-81.

Explores how religion is a pervasive influence in moral education in both the home and school in Japan, despite an official secular policy. Points out that after 1945 nationalism was replaced by secular social studies. Finds western thought included with Buddhism and Confucianism in government decrees on the curriculum. Places newly reemerging patriotism in context.

EJ 464 770
Klein, Ann G. *Dr. Ann-Sensei, Please Go Slowly!* SOCIAL EDUCATION 57 (January 1993): 42-43.

Reports on the experience of an education professor teaching U.S. history to secondary students in Japan. Lists five basic pedagogical principles derived from the experience.

ED 320 844
Lopes, Fatima, and Tony Tavares. MULTICULTURAL EDUCATION RESOURCE BOOK, K-4. Winnipeg: Manitoba Dept. of Education, Curriculum Development Branch, 1989.

A collection of creative, imaginative, classroom activity units designed for grades K-4 is presented. Using a multicultural approach, each unit is to be utilized in teaching various subjects such as language arts, mathematics, music, science, social studies, and home economics.

EJ 475 051
Marchetti, Bethany. *Japan's Landscape in Literature*. JOURNAL OF GEOGRAPHY 92 (July-August 1993): 194-200.

Presents an interdisciplinary approach combining geography and children's literature to teach about Japanese culture. Describes classroom activities that link the Five Fundamental Themes of Geography to literature and art. Includes 11 figures, 9 summaries of children's books about Japan, and a 15-item annotated bibliography.

EJ 487 210
Mason, Rachel. *Artistic Achievement in Japanese Junior High Schools*. ART EDUCATION 47 (January 1994): 8-19.

This article describes observations of art education in a Japanese junior high school during a three-month period in 1990. It discusses the teacher's role, classroom environment, course objectives, and teacher-student interaction and identifies cultural differences and how they affect instructional methods and student achievement.

EJ 469 703
Metcalf, Fay. *Attu: North American Battleground of World War II. Teaching with Historic Places*. SOCIAL EDUCATION 57 (April-May 1993): 1-12.

Presents a classroom lesson on the only land battle on U.S. soil between U.S. and Japanese forces during World War II. Utilizes information from the National Register of Historic Places. Includes photographs, maps, and student readings.

EJ 481 423
Nakano, Yoshiaki, and others. *Using Direct Instruction to Improve Teacher Performance, Academic Achievement, and Classroom Behavior in a Japanese Public Junior High School.* EDUCATION AND TREATMENT OF CHILDREN 16 (August 1993): 326-43.

A two-year professional development program in a Japanese junior high school is described. Schoolwide training institutes and individual practice sessions focused on behavioral methods of instruction according to a direct instruction model. Observed teaching behaviors changed following the program, and most teachers indicated the direct instruction model had major benefits, especially for teaching slow learners.

ED 320 823
Ottenheimer, Laurence. JAPAN: LAND OF SAMURAI AND ROBOTS. YOUNG DISCOVERY LIBRARY SERIES: 11. Ossining, NY: Young Discovery Library, 1988.

This volume talks about Japanese culture, modern life style, geography, music, arts, sports, and traditions. There is a brief description of how Japanese children learn to read and write. Japanese hot baths, school books, the Japanese flag and money, and the manner in which the Japanese eat are shown through pictures. Japanese holidays, religions, and agriculture are discussed. The Japanese martial arts and other sports like *sumo*, *kendo*, and *kyudo* are defined and illustrated.

ED 354 204
Parisi, Lynn S. THE CONSTITUTION AND INDIVIDUAL RIGHTS IN JAPAN: LESSONS FOR MIDDLE AND HIGH SCHOOL STUDENTS. Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education and National Clearinghouse for United States-Japan Studies, 1992.

The four teaching units of this publication focus on Japanese constitutional law and history, while providing opportunities for comparison with the constitutional experience of the U.S.

ED 312 173
Peters, Richard. OUR COMMON HOME: EARTH. JAPAN (A CULTURE STUDY UNIT). Maine: Global Horizons, 1989.

Designed to provide students and teachers with opportunities to investigate the social, cultural, and historical traits of Japan, this study unit can be adapted to the needs of any group within the social studies curriculum (grades 4-12). An overview and outline on Japan covers the areas of geography, population, history, and unique features (e.g., the people, food specialities, sports, and the arts).

ED 342 047
Pettersson, Rune, and others. THE USE OF VERBO-VISUAL INFORMATION IN THE TEACHING OF GEOGRAPHY—VIEWS FROM TEACHERS. Paper presented at the Annual Meeting of the International Visual Literacy Association (Washington, DC, October 9-13, 1991).

A study examined teachers' actual use of media and pictures in their teaching of geography in the secondary schools of five countries (a previous study focused on representations). About 180 teachers from Australia, Greece, Japan, Sweden, and the United States responded to a questionnaire concerning how often they used various types of media or equipment, what kinds of pictures they used, and the reasons for using the pictures.

ED 329 469
Phillips, Douglas A., and Rebecca Bowers Sipe. ALASKA AND JAPAN: A TEACHER'S RESOURCE GUIDE. Reno, NV: Nevada Project LEAD Network, 1990.

This collection of teaching materials about Japan is designed to educate the youth of Alaska about various aspects of the country that is Alaska's largest trading partner.

ED 331 774
Phillips, Douglas A., and Rebecca Bowers Sipe. ALASKA, JAPAN, AND THE PACIFIC RIM: A TEACHER'S RESOURCE GUIDE FOR SECONDARY EDUCATORS. Reno, NV: Nevada Project LEAD Network, 1990.

This guide was designed to prepare Alaskan secondary students to understand past, present, and potential linkages between their state and the Pacific region. The resource could be used by educators from other parts of the United States who teach about issues concerning these geographic areas.

EJ 436 449
Stevenson, Harold W. *Japanese Elementary School Education*. ELEMENTARY SCHOOL JOURNAL 92 (September 1991): 109-20.

Discusses the development of Japanese elementary education in the context of three periods of its history. Considers salient characteristics of Japanese elementary schools and teaching procedures; these include curriculum; social and moral education; classroom environment; teachers; after-school classes; college entrance examinations; the *kyoiku mama*, or "educational mother"; and academic achievement.

EJ 473 756
Takemura, Shigekazu, and Kinya Shimizu. *Goals and Strategies for Science Teaching as Perceived by Elementary School Teachers in Japan and the United States*. PEABODY JOURNAL OF EDUCATION 68 (Summer 1993): 23-33.

Determines and clarifies the differences and similarities between the goals and strategies for science teaching as perceived by elementary school teachers in Japan and the United States. Discusses teaching methods, content, and materials; lesson plans; classroom management; and student evaluation. Concluding comments address staff development in Japanese schools.

EJ 469 672
Tani, Masaru, and others. *Textbook Development and Selection in Japan and the United States*. SOCIAL EDUCATION 57 (February 1993): 70-75.

Reports on a study trip by 13 U.S. social studies educators and publishers to Japan. Compares development, marketing, and selection of textbooks in the United States and Japan. Concludes that both nations should improve textbooks and textbook selection processes.

ED 335 273
Tinkler, D. William. THE COMPACT SOCIETY: JAPANESE CULTURE IN THE 1990s. JOURNAL ENTRIES ON THE 1990 KEIZAI KOHO CENTER FELLOWSHIP. Atlanta, GA: Fulton County Public Schools, 1990.

Journal entries of a secondary school teacher visiting Japan are presented in this document. Observations about entertainment, food, customs, prices of goods, and other aspects of Japanese culture are made. Discussion questions, an activity for 7th- to 12th-graders, and copies of several photographs also are included.

ED 332 926
Turkovich, Marilyn, and others. OMIYAGE. 1990 REVISED EDITION. Wellesley, MA: World Eagle, Inc., 1990.

A workbook for learning about Japan, its people, and its culture through a broad exploration of the Japanese language is presented. The aim of the book is not to teach the student to speak Japanese; language is used primarily as a vehicle for teaching about Japanese culture.

ED 368 589
White, Caryn. THE EAST ASIAN RESOURCE & EDUCATION PROGRAM AT YALE. A CATALOGUE OF A.V. MATERIALS, RESOURCES, AND ORGANIZATIONS. New Haven, CT: Yale Univ., Council on East Asian Studies, 1993.

This document consists of an annotated bibliography of publications, audio-visual materials, and other items available through Yale University's East Asian Resource and Education Program. The document begins with a discussion of the program, its goals and objectives, teacher and school projects, publications, and special events.

ED 348 260
Whittaker, Lynn Page. CURRENT ISSUES: CRITICAL ISSUES CONFRONTING THEIR NATION AND THE WORLD [AND] CURRENT ISSUES TEACHER'S GUIDE. Arlington, VA: Close Up Foundation, 1991.

This annual publication contains reading materials designed to help students understand the complexities of the domestic and foreign policy issues facing the United States. Each section of materials on an issue identifies key questions, provides background reading, formulates the current issues in that area, and, in a separate space headed "The Debate," provides pro and con positions on controversial issues. The teacher's guide contains lesson plans for the introductory material and each issue covered in the book. The lesson plans use instructional strategies that help students develop a variety of citizenship skills.

EJ 480 255
Williams, Mary Louise. *Minamata and Love Canal: A Pollution Tale of Two Cities*. UPDATE ON LAW-RELATED EDUCATION 17 (Fall 1993): 7-17.

Presents a lesson plan about case studies of the environmental disasters of Minamata, Japan and Love Canal, New York. Compares how the legal cases were handled in two constitutional democracies. Provides six handouts that include maps, role descriptions for simulations, and student readings.

ED 377 121
Wojtan, Linda S. IDEAS FOR INTEGRATING JAPAN INTO THE CURRICULUM. ERIC Digest. Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education and National Clearinghouse for United States-Japan Studies, 1994.

This ERIC Digest discusses how, by studying Japan, the larger context of the Asia-Pacific region can be explored and students can be introduced to current realities. Suggested strategies for teaching about Japan while ensuring cultural accuracy include: (1) utilizing multiple perspectives; (2) including historical context; (3) involving Japanese nationals and other community resource persons; (4) exploring the underlying values of the culture; (5) considering introducing the Japanese language; and (6) introducing contemporary topics.

ED 343 842
Wojtan, Linda S., and Donald Spence, eds. INTERNATIONALIZING THE U.S. CLASSROOM: JAPAN AS A MODEL. Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education and the National Clearinghouse for United States-Japan Studies, 1992.

This collection of essays presents a rationale for incorporating teaching about Japan in the K-12 curriculum. The volume provides practical examples and guidelines about how to achieve this goal.

EJ 445 152
Wojtan, Linda S. *Teaching Resources for Understanding the U.S.-Japanese Relationship*. SOCIAL EDUCATION 55 (November-December 1991): 455-56.

Provides a sampling of available resources about U.S. interactions with Japan over the past 50 years. Lists specific curriculum materials, such as lesson plans, activity books and units, films, slides, and videos. Includes materials on Japanese Americans, international trade, Japanese culture, and World War II.

ED 350 222
Wood, Robert W., and others. A CULTURAL EXPERIENCE: JAPAN. Vermillion, SD: University of South Dakota, 1992.

This activities unit for teaching about Japan is designed for use with elementary students. The activities reflect the growing importance of Japan in today's world, and the belief that the social studies curriculum should reflect principles of global education. The unit is intended to explore seven major goals included in the social studies curriculum.

EJ 429 302
Zeni, Claire M. *Japanese Heraldry: Who Am I?* SOCIAL STUDIES TEXAN 6 (Winter 1991): 61-63.

Uses Japanese family crests to motivate students to construct a family history. Includes background information on Japanese history and culture. Provides an outline for the student research project. Supplies a list of Japanese emblems and their symbolism.

Part IV

National Clearinghouse for United States - Japan Studies and Electronic Resources

The National Clearinghouse for United States-Japan Studies, an Adjunct ERIC Clearinghouse, is designed to provide FREE services to teachers, curriculum specialists, and others interested in Japan and U.S.-Japan relations. The Clearinghouse began operation in January 1990. More than 65,000 students in the U.S., Canada, and other nations have been served.

C. Frederick Risinger (Internet address: risinger@indiana.edu) is the Director of the Japan Clearinghouse. Marcia Johnson is the Associate Director. The Japan Clearinghouse shares the toll free number, (800) 266-3815, with ERIC/ChESS. The Clearinghouse has its own e-mail address and World Wide Web homepage. The e-mail address is japan@indiana.edu and the WWW homepage address is: http://www.indiana.edu/~japan .

Funding for the Clearinghouse comes from a partnership of the Japan Foundation Center for Global Partnership (CGP) and the United States - Japan Foundation (USJF) of New York. The USJF supported the first three years and CGP became a major partner in August 1993. The importance of Japan to U.S. foreign policy, economic relations, and cultural ties is the primary rationale for the establishment of the Clearinghouse.

The Clearinghouse specializes in distributing information about Japanese culture and society, and U.S.-Japanese relations. It also provides information about Japanese language programs in U.S. schools. It also develops a series of Japan Digests—two page summaries about timely issues related to Japan and U.S.-Japan relations. These are *Japanese Education, Japanese-U.S. Economic Relations, Rice: It's More than Food in Japan, Japanese Popular Culture in the Classroom, Ideas for Integrating Japan into the Curriculum,* and *Japan's Economy: 21st Century Challenges.* Single copies of the Digests are complimentary. They may be duplicated for distribution to teachers or students. In addition, the Clearinghouse staff conducts presentations and exhibits at professional social studies meetings throughout the nation.

The Clearinghouse publishes a newsletter, *Shinbun-USA,* which is available upon request. The most recent publication is the *Guide to Teaching Materials on Japan* by Elizabeth Brooks, former Associate Director of the Japan Clearinghouse. This guide can be ordered for $4.00, plus $1.00 for shipping and handling.

The U.S.-Japan Clearinghouse database differs from the ERIC system in two ways. First, every document in ERIC has something to do with education. Every document in the Japan database simply has to be related to Japan. Many of the documents in the Japan database are not included in ERIC. Among exclusions are major textbooks and trade books, for example. Japan Clearinghouse clients receive information about the cost and how to obtain the document from the original source. If the document is in ERIC, the EDRS ordering information form is also included. The second difference is this database includes non-print materials. Videos, simulations, posters, filmstrips, and other non-print materials are indexed and abstracted in a process very similar to the ERIC system.

Readers are cautioned that change is the essence of electronic media, so any web site may disappear, become outdated, or grow in very useful ways. The Japan Window web site at Stanford (http://jw.stanford.edu) posts its top ten web sites of the week. At a time when electronic information about Japan changes at this rate, a book chapter introducing Internet resources on Japan must

include some suggestions for their use. Those just embarking on the Internet can best approach it with a sense of adventure, accompanied by some caution. Many sites will be difficult to access without powerful new computers and software. Links from site to site take users all over the world, tapping vast resources. Those links can be to sites which are carefully monitored by teams of experts or are patched together by students. They can range from sites designed to sell the user a product or provide official governmental information, to sites sponsored by organizations promoting a particular point of view without identifying it as opinion. Links can also take users to sites that parents may find objectionable for their children's use. There is no quality control on the Internet, but the following resources have proved useful for educators.

NOTE: The following three pages of electronic sources of information concerning Japan are excerpted from the Spring 1995 edition of *Shinbun-USA*.

Internet Resources on Japan

AsiaLink

The Laurasian Institution's clearinghouse for study abroad information with specific resources on Japan, including summer, semester, and full-year study abroad programs.
WWW address:
http://www.igc.apc.org/asialink/asialink.html
Gopher address: gopher.igc.apc.org:70:/11/orgs/tli
Email address: tli@igc.apc.org

Center for Educational Media (CEM)

Maintains a database of over 1000 videos and multimedia materials on Japan. The database is accessible online through Gopher. CEM is also developing an interactive CD-Rom on Japan, and has developed a number of videos for high school and college-level students.

Gopher address: gopher.earlham.edu/cem
Email address: cem@earlham.edu

East Asian Studies Center
Indiana University

EASC is developing a WWW server for educational resources on China, Japan, and Korea. When fully operational, the server will contain text and multimedia resources for students and instructors of K-12 and college-level courses. The materials include lesson plans for languages, social studies, and the humanities; textbook and sotware reviews, and "hot-links" to other educational Internet sites dealing with East Asia.

World Wide Web address:
http://www.easc.indiana.edu

AskAsia

The Asia Society is establishing an Asian Educational Resource Center (AERC) for the elementary and secondary school audience. The first component of AERC will be an online database of teaching materials on Asia called AskAsia, with links to already existing online databases, including the Center for Educational Media, Gateway Japan and the National Clearinghouse for U.S.-Japan Studies. The second component of AERC will be a series of CD-Roms on Asia called Asia Interaction, and the third component will be a teacher training component called Teach Asia. For more information, e-mail the Education Department. of the Asia Society at: edutas@transit.nyser.net.

GATEWAY JAPAN

A partially fee-based online service with an extensive database of government documents, journal articles, and other information related to Japan. Much of their information is also available free of charge. Soon the database will be accessible through the World Wide Web. For more information, e-mail Nancy Hoetker at: gwjapan@hamlet.umd.edu.

J-Net
(Japanese Network)

J-Net will provide a large database of information about Japanese language and culture (text and photo/graphic images) to K-12 and college Japanese language instructors, as well as to learners. For more information e-mail Shigeru Miyagawa at: miyagawa@mit.edu.

Japan Documentation Center

Provides access to Japanese documents of public policy interest, and distributes them to clients nationwide by fax, photocopy or electronic format. For more information, contact Ichiko Morita at: jdc@loc.gov.

Internet Resources on Japan

National Clearinghouse for U.S.-Japan Studies

The Clearinghouse, in collaboration with the East Asian Studies Center and the School of Library and Information Science at Indiana University, has established an experimental World Wide Web site of information on Japan for K-12 teachers and students. This site focuses on materials that can be downloaded for use in the classroom, including a database of full-text lesson plans, as well as graphic clip art and maps. The Clearinghouse also has a Gopher site on the AskERIC Virtual Library.

WWW address: http://www.indiana.edu/~japan
E-mail address: japan@indiana.edu

Japan Information Center

This Tokyo-linked database provides access to government reports, press releases, statistical information, as well as references materials such as directories of higher educational institutions. Information and most supplemental reference materials are offered in English. Some material, such as government reports, may be available in Japanese. A Gopher site is being developed. For more information, send e-mail requests to:

jic@earlham.edu.

Program in International Educational Resources

A resource center of materials on international and area studies (25% on Japan). All nonprint materials are available for loan, including videos and artifact kits. An extensive resource catalog is available in print, or information may be obtained online.

E-mail Caryn White, Director:
Caryn.White@quickmail.cis.yale.edu

Japan Window

This World Wide Web site contains information on Japanese technology, government, travel and living information— as well as a section on Japanese language and culture just for kids called Kid's Window. The site is maintained by the U.S.-Japan Information Technology Management Center at Stanford University.

WWW address:
http://jw.stanford.edu
E-mail address:
blee@fuji.stanford.edu

Wilmington College Peace Resource Center

You can use Gopher to read and/or download their book, audiovisual and archived catalogs, the current newsletter, and information about the Center. The Center has many peace resources on World War II, including information on the atomic bombings of Hiroshima and Nagasaki.

Gopher address:
gopher.wilmington.edu

Selected *Hot* Links

akebono.stanford.edu/~jerry/sumo	*Sumo Information Page*
gan.ncc.go.jp	*Japanese Weather Info*
jw.stanford.edu	*Japan Window*
kids.glocom.ac.jp	*Kid's Page (in Japanese)*
woodpecker.dad.kit.ac.jp	*Virtual Kyoto*
www.aist.go.jp	*The Kaleidoscope of Japan*
www.culturewave.com	*Japan Resource Page*
www.io.com	*Japanese Legendary Lives*
www.kantei.go.jp	*Prime Minister's Residence*
www.kddlabs.co.jp	*Hello Japan*
www.kiis.or.jp	*"Rekishi Kaido" A Bridge to Japanese History and Culture*
www.ntt.jp	*Japanese Information*
www.nttls.co.jp	*Tokyo at a Glance*
www.rain.org/~hutch/sushi.html	*Rolling Your Own Sushi*

Online Exchange Programs

What's Japan & What's America: a project of APICNET

This project connected secondary schools across the U.S. with partner schools in Japan. The purpose of the project was to bring the leaders of tomorrow a better understanding of the issues facing the two countries. APICNET (Asia Pacific Interactive Communication NETwork) currently provides Internet connection to a number of schools in Japan, and is involved in many email exchange projects. For more information e-mail Yoko Kaneko at: kaneko@apic.or.jp

World School Japan

This grassroots project connects schools in Japan with schools in the U.S. for the purpose of exchanging information about the environment, or U.S.-Japan relations. For more information e-mail Masami Onda: mhh01156@niftyserve.or.jp

Teleclass International: Hawaii-Japan Electronic Bridge

This project connects 30 K-12 schools in Hawaii and Japan through electronic mail and video telephone (in cooperation with APICNET). Specific projects in the context of global education are initiated by cooperating teachers in their subject areas. For more information e-mail Yoko Tanagi at ytakagi@apic.or.jp or e-mail Teleclass International at johnw@uhunix.uhcc.hawaii.edu

Schools in Japan on the Internet 1.0

If you would like to contribute to this list, e-mail Charlie Stevenson at mendosan@aol.com. These addresses were contributed by: Diana Thomas, American School in Aberdeen, ext176@aberdeen.ac.uk and Yvonne Marie Andres, andresyv@cerf.net.

Junko Ota, ASIJ Internet Liaison:	jota@asij.ac.jp
Thom Tobiason, ASIJ Ed. Tech:	toby@twics.com
Eugene Witt, ASIJ Tech Coordinator:	ewitt@asij.ac.jp
Hillel Weintraub, Doshisha Inter.:	hillel@media.mit.edu
Marie Tada, St. Mary's Inter.:	tada@apic.or.jp
Haimme Endo, Minsitry of Education:	manabi01@pcvan.jp.org
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Seisen International School:	dcj@twics.co.jp
The Canadian Academy:	canademy.gej@applelink.apple.com

HUNTING FOR JAPANESE TREASURES
On the Internet

This is the overview to a presentation for the annual meeting of the
National Council for the Social Studies, November 10, 1995, Chicago, IL
by C. Frederick Risinger and Elizabeth Brooks.

TREASURES FOR TEACHING ABOUT JAPAN

* Teaching About Education in Japan
  URL: http://copper.ucs.indiana.edu/~japan/education.html

* Teaching About Family Life in Japan
  URL: http://copper.ucs.indiana.edu/~japan/familylife.html

* Teaching About the Geography of Japan
  URL: http://copper.ucs.indiana.edu/~japan/geography.html

* Teaching About Japan During World War II
  URL: http://copper.ucs.indiana.edu/~japan/ww2.html

RESOURCES ON THE WEB FOR TEACHING ABOUT JAPAN

* Center for Educational Media on Japan
  URL: http://tsetse.cs.earlham.edu/~cem/
  They have a searchable online database of audiovisual materials on Japan.

* Indiana University East Asian Studies Center
  URL: http://www.easc.indiana.edu/
  This site has a collection of materials for teaching about Japan and East Asia, including "Recommended Resources on Japan" (K-6 and 6-12) from the Association for Asian Studies.

* Intercultural Press, Inc.
  URL: http://hoshi.cic.sfu.ca/ipress/index.html
  They have many materials in their catalog for teaching about Japan.

* National Clearinghouse for U.S.-Japan Studies
  URL: http://www.indiana.edu/~japan/
  This site specializes in education-related information on Japan.

* Program in International Educational Resources (PIER)
  URL: http://www.cis.yale.edu/pieris/
  An online catalog of resources available for rental nationally.

* Teaching (and Learning) About Japan
  URL: http://www.csuohio.edu/history/japan.html
  This site was compiled by Dr. Lee Makela, a professor of Japanese studies.

* Wilmington College Peace Resource Center
URL: gopher://gopher.wilmington.edu:70/11/Wilmington%20College.../Peace%20Resource%20Center
A collection for teaching about peace, with information on Hiroshima and Nagasaki.

GENERAL INFORMATION ON THE WEB ABOUT JAPAN

* Hello Japan
URL: http://www.lab.kdd.co.jp/japan/

* Information about Japan (from APICNET)
URL: http://www.apic.or.jp/JapanInfo/

* Information about Japan (from SUNSITE Japan Page)
URL: http://sunsite.sut.ac.jp/asia/japan/jpn.html

* Japan Information (from NTT-LS)
URL: http://www.nttls.co.jp/japan/japan.html

* Japan Information Network
URL: http://jin.jcic.or.jp/

* Japan Resource Page
URL: http://www.culturewave.com/culturewave/jrp/jrp.html

* Japan Window
URL: http://jw.stanford.edu

* Japan - WWW Virtual Library
URL: http://fuji.stanford.edu/VL/WWW-VL-Japan.html

* Japanese Information (from NTT)
URL: http://www.ntt.jp/japan/

* Kaleidoscope of Japan
URL: http://www.aist.go.jp/Htmls/JPIHome.html

* What's New in Japan
URL: http://202.241.3.30/WHATSNEW/index.html

* 1994 World Factbook: Japan (U.S. CIA)
URL: http://www.ic.gov/94fact/country/122.html